DOCUMENT RESUME

ED 308 899 JC 890 330

AUTHOR Floyd, Deborah L.; And Others
TITLE Future Shop: A Model Career Placement & Transition Laboratory.
INSTITUTION Collin County Community Coll., McKinney, TX.
SPONS AGENCY Texas Higher Education Coordinating Board, Austin.
PUB DATE Jun 89
NOTE 120p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Career Exploration; *Career Guidance; *College Transfer Students; Community Colleges; Intercollegiate Cooperation; *Job Placement; Job Search Methods; Program Descriptions; Program Evaluation; Two Year Colleges

ABSTRACT

During 1988-89, the Collin County Community College District (CCCCD) conducted a project to develop, implement, and evaluate a model career laboratory called a "Future Shop." The laboratory was designed to let users explore diverse career options, job placement opportunities, and transfer resources. The Future Shop lab had three major components: (1) career assessment and exploration, including a career resources library, career interest assessments, a mentor program, a job fair, and employee education; (2) job transition and grooming, including interview coaching, seminars in resume writing and 4-year college transfer, and a video library; and (3) placement and transition support, including a computerized job referral system, college-affiliated job listings, job lead resources, and transfer articulation resources. All three model components were implemented at CCCCD, and one or more of the components were also piloted at 10 other Texas community colleges. Over 15,000 community college students utilized Future Shop services at one or more of the 11 participating colleges. Several means of evaluation were employed, including user feedback, comments from the participating institutions, advisory committee evaluations, and assessment by an external consultant. Overall, the evaluations were supportive of the Future Shop concept and the program. This manual provides an overview of the model; descriptions of the CCCCD program, including information on marketing, intake processes, and number of participants; descriptions of the pilot projects at the other colleges; summaries of project evaluations; a 135-item bibliography of materials in the career resources library; marketing resources; and detailed evaluation results. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
D. Floyd
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☒ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED308899

JC 890 330

Future Shop: A Model
Career Placement & Transition Laboratory

A Manual Prepared in Fulfillment of the
Requirements of a Grant
Funded Under the Carl D. Perkins
Vocational Education Act

Texas Higher Education Coordinating Board
Community College & Technical Colleges Divisions

June, 1989

Project Leadership

Dr. Deborah L. Floyd, Co-Director
Vice President of Student Development, CCCCD

Barbara Money, Co-Director
Coordinator of Career
Planning & Placement, CCCCD

Stephanie Ingram, Project Coordinator
Career Advising Associate, CCCCD

Dr. Elizabeth Henry, Project
Administrator
Associate Vice President of
Institutional Advancement, CCCCD

Mary S. Rabaut
Dean of Students, CCCCD

Judy DeBurger
Secretary, Future Shop, CCCCD

The Future Shop Advisory Committee:

Robert Campbell
George DeGroot
Ruth Glover
Alyson Cate
Dr. Deborah L. Floyd
Kathy Hirschler
Kim Russell
Dr. Melvin Whitehurst

Ten Texas Community Colleges:

Cedar Valley College
Cooke County College
Grayson County College
North Lake Community College
Paris Junior College
Tarrant County Jr. College NW
Texarkana College
Trinity Valley Community College
Tyler Junior College
Weatherford College

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

2200 W. University Drive
McKinney, TX 75070
(214) 548-6790

2800 E. Spring Creek Pkwy.
Plano, TX 75074
(214) 881-5790

BEST COPY AVAILABLE

FUTURE SHOP: A MODEL CAREER PLACEMENT & TRANSITION LABORATORY

Collin County Community College District
McKinney & Plano, Texas
June, 1989
(ABSTRACT)

During the 1988-89 program year, the Collin County Community College District led a unique project involving the development, implementation, and evaluation of a model career laboratory called a "Future Shop." Funded through the Carl D. Perkins, Vocational Education Act, under a grant awarded by the Texas Higher Education Coordinating Board, CCCCD worked with ten (10) other Texas community colleges in the implementation of this unique and successful program.

The "Future Shop" Lab included three (3) major model components of:

1) Career Assessment and Exploration;
2) Job Transition and Grooming; and
3) Placement and Transition Support.

The laboratory was designed to be a "one-stop shop" where users could explore diverse career options. Utilizing many available resources in a laboratory setting, users also examined job placement opportunities and transfer resources.

While piloting all three model components at CCCCD, one or more of the three laboratory components was also piloted at ten (10) Texas community colleges. In each institution, the program was very successful. Several means of evaluation were employed including user feedback, institutional comments, advisory committee evaluations, and assessment by an external career consultant. Overall, the evaluations were extremely supportive of the "Future Shop" concept and the program.

Included among the recommendations for future action was an overwhelming response that the program should be continued, as over 15,000 Texans benefited from this pilot project. Institutional commitment to providing space, human resources, and other fiscal support was a definite priority and common thread running through the evaluations of the advisory committee, the consultant, and the piloting post secondary institutions.

This project was a one-year experiment in developing a career laboratory that has broad based utility in assisting students in making career decisions and successful transitions of those decisions into the world of work. A Manual, prepared in fulfillment of the requirements of this grant, was completed in an effort to provide a record and to serve as a catalyst for further

thinking and action regarding this project. Comments, suggestions, the sharing of ideas, and networking are desired outcomes as the spirit of this program continues to grow.

In summary, the "Future Shop" project was extremely successful, not only for the thousands of students served during the 1988-89 year, but also because a structured model was provided for community colleges to deliver practical career development services and programs.

Over 15,000 community college students utilized "Future Shop" services at one or more of the 11 institutions that participated in this project. With adequate support for the future, this number should continue to grow as Texas students enjoy the benefits of this unique opportunity for career development.

Dr. Deborah L. Floyd Project Co-Director Vice President of Student Development	Barbara A. Money Project Co-Director Coordinator of Career Planning & Placement

Collin County Community College District
Mckinney & Plano, Texas

TABLE OF CONTENTS

PAGES

SECTION 1: THE "FUTURE SHOP MODEL" AND PROJECT OVERVIEW . . . . 1 - 4

COMPONENT I: CAREER ASSESSMENT AND EXPLORATION. 1

COMPONENT II: JOB AND TRANSITION GROOMING. . . . 2

COMPONENT III: PLACEMENT AND TRANSITION SUPPORT. 2

PILOT: POST SECONDARY INSTITUTIONS. 3

SECTION 2: PROGRAM IMPLEMENTATION OF COLLIN COUNTY COMMUNITY COLLEGE DISTRICT'S (CCCCD) "FUTURE SHOP". 5 - 15

CAREER ASSESSMENT AND EXPLORATION - COMPONENT I 5
- Marketing Strategies
- Intake Process
- Career Resource Library
- Career Interest Assessments
- Career Week
- Mentor Program
- "Future Shop" Expo
- Career Exhibits
- Job Fair
- Education of Employees
- Participation in Career Assessment and Exploration - Component I

JOB AND TRANSITION GROOMING - COMPONENT II 9
- Marketing Strategies
- Intake Process
- Resume and Cover Letter Service
- Video Interview Coaching
- Seminars - Resume Writing
- Seminars - Interviewing Techniques
- Seminars - Transferring to Senior Colleges
- Video Library
- Resume Career Resources
- Education of Employees
- Participation in Job and Transition Grooming - Component II

PLACEMENT AND TRANSITION SUPPORT - COMPONENT III 12
  Marketing Strategies
  Intake Process
  Computerized Job Referral System
  College-Affiliated Job Listings
  Job Lead Resources
  Telephone Service
  Transfer Articulation Resources
  Transfer Articulation Program
  Education of Employees
  Participation in Placement and Transition Support - Component III

SUMMARY 15

SECTION 3: PROGRAM IMPLEMENTATION OF PILOT INSTITUTIONS' MODEL AREA(S) OF "FUTURE SHOP" . . . . 16 - 29

CEDAR VALLEY COLLEGE 16
  Marketing Strategies
  Special Activities
  Career Interest Assessments
  User Participation
  Summary

COOKE COUNTY COLLEGE 18
  Seminars
  Career Resources
  Career Audio-Visual Library
  User Participation
  Summary

GRAYSON COUNTY COLLEGE 19
  Career Interest Assessments
  Career Resource Library
  Summary

NORTH LAKE COLLEGE 20
  Career Interest Assessments
  Special Activities
  User Participation
  Summary

PARIS JUNIOR COLLEGE 23
  Career Audio-Visual Library
  Video Interview Coaching
  Career Resources
  User Participation
  Summary

TARRANT COUNTY JUNIOR COLLEGE - N.W. CAMPUS . . . 24
  Career Interest Assessments
  User Participation
  Summary

TEXARKANA COLLEGE 25
  Computerized Job Referral System
  Job Listings
  Career Resources and Activities
  Transfer Articulation Program
  User Participation
  Summary

TRINITY VALLEY COMMUNITY COLLEGE 26
  Career Resource Library
  User Participation
  Summary

TYLER JUNIOR COLLEGE 27
  Resume Service
  Special Programs
  User Participation
  Summary

WEATHERFORD COLLEGE 28
  Career Interest Assessments
  Summary

SECTION 4: EVALUATION . . . . 30 - 38

USER EVALUATIONS 30
  Questionnaire
  Comments
  Recommendations

ADVISORY COMMITTEE EVALUATIONS 31
  Comments
  Recommendations
  Summary

PILOT INSTITUTIONS EVALUATIONS 33
  Career Assessment and Exploration Component
  Job and Transition Grooming Component
  Placement and Transition Support Component

CAREER CONSULTANT EVALUATION 35
  Intake Process
  Career Assessment Instruments
  Staff Development
  Summary

CCCCD TASK FORCE EVALUATIONS 36
Comments
Recommendations
Summary

SECTION 5: BIBLIOGRAPHIES . . . . 39 - 48

ANNOTATED BIBLIOGRAPHY 39

CAREER RESOURCE LIBRARY BIBLIOGRAPHY 42

SECTION 6: ACKNOWLEDGEMENTS . . . . 49 - 52

APPENDIX A - Marketing Resources 53

APPENDIX B - Directory of Resources 54

APPENDIX C - Grant Operational Format and Objectives 57

APPENDIX D - User Evaluation Summary of CCCCD's "Future Shop" 66

APPENDIX E - P.S.I.'s Evaluation of CCCCD's "Future Shop" . . 70

APPENDIX F - Consultant's Report 73

APPENDIX G - CCCCD's Task Force Evaluation Summary 79

SECTION 1

THE "FUTURE SHOP MODEL" AND PROJECT OVERVIEW

SECTION 1: THE FUTURE SHOP MODEL & PROJECT OVERVIEW

The purpose of this grant was to develop, implement, and evaluate a unique and practical model program for student placement and transition services. The process for development and implementation included extensive involvement of:

1) a career development consultant;
2) an advisory committee of experts in the field;
3) post secondary institution representatives (P.S.I.'s) from 10 Texas community colleges;
4) college faculty;
5) administration;
6) students; and
7) the community.

The basic structure of this career model is described in Section 2 of this manual. In brief, the model was implemented through the development of a career and transition laboratory named "Future Shop." With the guidance and consultation of the advisory committee, a career consultant, the literature, ten P.S.I.'s, project staff, and directors, a "Future Shop" was opened in October, 1988 on two campuses of the Collin County Community College District.

Comprehensive "Future Shop" labs included free services available for students in three model areas of:

1) career assessment and exploration;
2) job and transition grooming; and
3) placement and transition support.

The unique and practical details of these services and the evaluation results are described in this manual.

COMPONENT I: CAREER ASSESSMENT AND EXPLORATION

The Career Assessment and Exploration component was identified as an important aspect of the planned model career and transition laboratory. This component of the overall "Future Shop" program was designed to offer clients a comprehensive career resource library and appropriate means for assessment of career interests.

The following major programs and services were offered within this component:

* Career Assessments - computerized and paper;
* Career Seminars;
* Career Resource Library;

- Sponsorship of special activities, such as a career week, career exhibits, job fair, and a mentor program;
- Advertisement directed to and education of employees for recruitment and referral to this aspect of Future Shop.

Although participation in Component I was encouraged, it was not a prerequisite requirement to utilize services in components II or III. Sections 2, 3, and 4 of this manual describe the actual CCCCD implementation details, P.S.I. implementation, and evaluations of this component.

COMPONENT II: JOB AND TRANSITION GROOMING

The Job and Transition Grooming Component was designed to provide practical services to prepare vocational and career students for 1) the job market and 2) transfer to senior colleges. Individual attention was deemed an important asset to this component.

The major program features of this component included the following:

- Free resumes and cover letters;
- Video interview coaching;
- Seminars in resume writing, interviewing, and transferring to senior colleges;
- Video interviewing and cassette library; and
- Advertisement directed to and education of employees for recruitment and referral to this aspect of "Future Shop."

Additional information about these programs and services may be found in this manual.

COMPONENT III: PLACEMENT AND TRANSITION SUPPORT

Although participation in Components I & II was encouraged, some users elected to participate in only Component III. The purpose of Component III of the model was to assist clients in utilizing the generated resume and the polished interviewing skills to achieve the desired end result:

1) successful employment or
2) successful transfer to a four-year college.

The following services and programs were offered:

- Job listings in areas on campus, internships, cooperative education, programs, and others;

- Daily area newspapers and other resources listing job leads for students and graduates;
- Telephone access for student local calls to reach jobs;
- Transfer articulation resources to assist in the articulation of courses for transfer to senior colleges;
- Sponsorship of the Transfer Articulation Program, such as trips to universities and seminars; and
- Advertisement directed to the education of employees for recruitment and referral to this aspect of "Future Shop."

Additional details about these services and programs are contained in this manual.

PILOT: POST SECONDARY INSTITUTIONS

To ensure senior level support and the commitment from the presidents of the ten P.S.I. community colleges from across the State, the presidents agreed (in writing) to pilot this model. Their commitment required assigning a qualified employee to be the coordinator of their local implementation, to assist with the planning and evaluation of the CCCCD "Future Shop" labs, and to evaluate and report recommendations about this model project. This commitment from the presidents was an extremely valuable contributor to the success of the project.

In implementing the "Future Shop" Model, each pilot institution chose one of the three project components for local implementation on its campus. The following are the model component choices selected by each pilot institution and the name of the campus contact person:

College & Component	College Coordinator
Cedar Valley College Career Assessment & Exploration (I)	George Reyes
Cooke County College Job and Transition Grooming (II)	Eddie Hadlock
Grayson County College Career Assessment & Exploration (I)	Pamela Polk
North Lake Community College Career Assessment & Exploration (I)	Zena K. Jackson
Paris Junior College Job and Transition Grooming (II)	Barbara Thomas Marilyn Woods

Tarrant County Junior College/ N. W. Campus Career Assessment & Exploration (I)	Joe W. Rode
Texarkana College Placement & Transition Support (III)	Don Woods
Trinity Valley Community College Career Assessment & Exploration (I)	Dennis Nolley
Tyler Junior College Job and Transition Grooming (II)	Frankie Muffoletto Kate Leard
Weatherford College Career Assessment & Exploration (I)	J. C. Colton

Each of the ten P.S.I.'s received assistance from the CCCCD project staff, fiscal resources from grant funds, and support from the Texas Coordinating Board to plan and implement one or more of the three "Future Shop" components on their campus. Each "Future Shop" included (but was not limited to) a minimum of one major area of the model to be piloted, e.g. career assessment and exploration, job and transition grooming, and/or placement and transition support services. All P.S.I.'s opened their "Future Shop" no later than January, 1989 with comprehensive programming in at least one area of the three model areas. Two CCCCD campuses implemented comprehensive "Future Shop" labs in each of the three model areas.

The Collin County Community College District's Vice President for Student Development and the Coordinator of Career Planning and Placement served as project co-directors and were responsible for the administration of each part of the project, including the hiring and supervision of project staff. In addition, the Associate Vice President of Institutional Advancement monitored project implementation and budget administration. The CCCCD Career Advising Associate serves as the first line project coordinator. This Associate reports to the Coordinator of Career Planning and Placement who reports to the Dean of Students. The Dean reports to the Vice President who reports directly to the District Chief Executive Officer (President). This extensive, broad based group of CCCCD administrators and staff provide key leadership and support for this project.

While a significant "in house" CCCCD fiscal commitment was required to implement this project, these Carl D. Perkins funds were necessary to ensure the development of this exemplary student placement and transition services model. In addition, this model was successfully piloted at ten other community colleges across the State due to the leadership of the ten presidents and the on-site coordinators.

SECTION 2
PROGRAM IMPLEMENTATION OF COLLIN COUNTY COMMUNITY COLLEGE DISTRICT'S (CCCCD) "FUTURE SHOP"

CCCCD's LABS

SECTION 2: PROGRAM IMPLEMENTATION OF COLLIN COUNTY COMMUNITY COLLEGE DISTRICT'S "FUTURE SHOP"

Collin County Community College District, as the source institution for the "Future Shop" Program, played a leadership role in the planning, implementation, and success of this model career laboratory. CCCCD implemented the program on both campuses to better serve a maximum number of users. The "Future Shop" Program, composed of three separate but coordinate components, was implemented in its initial form in October 1988.

CAREER ASSESSMENT AND EXPLORATION - COMPONENT I

The Career Assessment and Exploration Component was designed to offer users a comprehensive career resource library, appropriate means for assessment of career interests and personalities, and suitable support services. The implementation of the Career Assessment and Exploration Component incorporated the following areas, services, and programs: Marketing Strategies, Intake Process, Career Resource Library, Career Interest Assessments, Career Week, Mentor Program, "Future Shop" Expo, Career Exhibits, Job Fair, Education of Employees, and Participation.

Marketing Strategies

Brochures, tickets, and fliers were distributed on both campuses. Faculty were encouraged to recommend the "Future Shop" to students and to give extra-credit to those who utilized the career services. Tours of the "Future Shop" facilitated this process. News releases featuring "Future Shop" activities appeared in local newspapers. Personnel agencies were given information and brochures to distribute to their clients. Additional information appeared in class schedules and the student handbook. For more information, see Appendix A, Marketing Resources.

Intake Process

In October 1988, a "Future Shop" sign-in roster was implemented in fulfillment of the grant. Any user entering the "Future Shop" signed this roster before utilizing "Future Shop" resources and services. In January 1989, the sign-in procedure was revised as a result of recommendations from the Grant Advisory Committee, career consultant, pilot institution representatives, and project staff. The purpose of this revision was to accrue totals of user use of each component. The revised intake process provided individual guidance while referring users to specific services within the three components. Personal contact with an advisor and the use of an intake form improved the user's effective use of the "Future Shop". As a result, the intake process became an assessment tool in providing individualized user services.

Through the initial intake process, advisors determined whether or not the user needed the services of the Career Assessment and Exploration Component. Users were then directed to any of the following services: Career Interest Assessments, Career Seminars, Career Resource Library, or Special Career Activities.

Career Resource Library

The Career Resource Library was compiled to address the needs of "Future Shop." The library included literature, career books, periodicals, salary surveys, and information concerning future employment trends. Over a period of nine months, 350 books and 5000 articles were distributed. Topics represented were self-improvement, interviewing, resume information, and the job search.

Career Interest Assessments

In addition to general and specific career information, this component offered career interest and assessment tools for the user. The initial intake process helped determine which assessments were needed by the user (see Section 2, Intake Process). Assessment and career exploration tools included the following:

1. COPS - Interest Inventory
2. COPES - Values Inventory
3. Strong-Campbell - Interest Inventory
4. Myers-Briggs - Personality Inventory
5. Guilford-Zimmerman - Aptitude Test
6. FIRO-B - Behavior Characteristic Scale
7. 16 PF - 16 Personality Factor Questionnaire
8. Discover - Career Guidance Program
9. Guidance Information System (GIS) - Career and Educational Exploration Resource
10. Self-Directed Search - Vocational Interest Assessment
11. Career Assessment Inventory - Vocational Interest Assessment

Career Week

Career Week was implemented October 10 through 13, 1988 that provided students and members of the community with firsthand information from professional employers in a variety of fields. Career Week's theme was "Planning for Success." Our keynote speaker, appearing at the Spring Creek Campus, was television sportscaster and local celebrity Dale Hansen. During his speech he defined success and explained how it could be achieved. In addition, he candidly discussed the personal price of success related to his career.

A Career Awareness Panel Presentation at the Central Campus provided a forum of professionals to discuss how they selected their respective occupations, how they identified required skills, what current and future job trends could be expected, and practical advice to help prepare individuals for success.

The Career Fair at the Spring Creek Campus provided interested persons with the opportunity to talk to employers concerning current and future employment opportunities. Also, Rap Sessions were held on both campuses which gave users the chance to discuss career paths with faculty or staff members who had a degree in the individual's chosen field.

Mentor Program

A mentor program was implemented in October, 1988 to assist users in learning more about careers and in making specific career assessments. In this program an individual could spend time with an employer to discuss a particular job or field before making career decisions. The occupational areas represented through the mentor program were as follows:

Accounting: CPA
Aerospace Engineer
Airline Pilot: Commercial
Attorney: Civil
Attorney: Criminal
Attorney: Tax
Banking: Federal Bank Regulator
Banking: Lending
Banking: Marketing
Banking: Trust Officer
Colonel USAF Retired
Commercial Signs
Commercial Space Planner
Computer Service
Consultant: Business
Consultant: Planning
Dentistry

Education: Administration
Education: Elementary
Financial Planner
Home Builder
Insurance: Auto
Insurance: Group Benefits
Insurance: Life
Insurance: Property and Casualty
Insurance: Single Interest
Investment Marketing
Minister
Journalism
Optometry
Printer
Real Estate: Commercial
Real Estate: Residential
Sales: Auto
Sales: Clocks and Jewelry
Sales: Office Supplies
Sales: Retail
Sales: Tires
Social Worker
Stockbroker
Travel Agent
Utilities: Telephone
Youth Minister

"Future Shop" Expo - March 6 through April 7, 1989

During the months of March and April, 1989 a "Future Shop" Expo was implemented and all faculty and students were encouraged to become involved in the "Future Shop" program. Each academic division was assigned a week to have classes visit and use the career laboratory facilities. Tickets were distributed to be redeemed for various "Future Shop" services (see Appendix A, Marketing Resources).

The "Landing the Job" seminar was conducted by Dr. Deborah Floyd, Vice President of Student Development (CCCCD) and Mary Rabaut, Dean of Students (CCCCD). This seminar focused on job seeking skills by moving individuals from preparing a resume, through the job search process, to successful leadership in the work place.

The "Workshop for Women" provided an orientation session coordinated and designed for women entering college for the first time or returning to college after an extended period of time.

Career Exhibits

Career exhibits were regularly displayed in the building and "Future Shop" to provide users with information and possible career directions. Periodically, employers contacted CCCCD to set up these exhibits on campus. In addition, exhibits were available during Career Week (see Section 2, Career Week) and the "Future Shop" Expo (see Section 2, "Future Shop" Expo).

Job Fair

Job fairs were conducted in Fall and Spring semesters to allow students to network with local employers. They were also included in other programs, such as Career Week (see Section 2, Career Week) and the "Future Shop" Expo (see Section 2, "Future Shop" Expo).

Education of Employees

Continual in-service training sessions were held for Student Development part-time and full-time employees regarding all aspects of "Future Shop" services. For additional information concerning the advertisement directed to and education of employees, see Section 2, Career Assessment and Exploration/Marketing Strategies.

Participation in Career Assessment and Exploration - Component I

The following is a summary of user participation in the Career Assessment and Exploration Component of the CCCCD "Future Shop." While the totals include users from October 1988 through May 1989, the numbers do not accurately represent all users due to revisions in the intake process as of January 1989. For additional information see Section 2, Career Assessment and Exploration/Intake Process.

Services	Number of Users - CCCCD
* Career Assessments (paper version)	980
* Career Assessments (computer version)	590
* Discover	400
* Guidance Information System (GIS)	115
* Mentor Program	10
* Career Resource Library & Video Tapes	400
* Career Related Literature	5,000
TOTAL OF CCCCD USERS OF COMPONENT I:	7,495

JOB AND TRANSITION GROOMING - COMPONENT II

The Job and Transition Grooming Component was designed to provide services to help prepare users for interviews and to assist them in generating professional quality resumes. The implementation of this component included the following areas, services, and programs: Marketing Strategies, Intake Process, Resume and Cover

Letter Service, Seminars in Resume Writing, Interviewing Techniques, and Transferring to Senior Colleges, Video Library, Resume Career Resources, Education of Employees, and Participation.

Marketing Strategies

As with the previous component, brochures, fliers, posters, and "Future Shop" tickets were used to promote the use of this component (see Section 2, Career Assessment and Exploration/ Marketing Strategies, and Appendix A).

Intake Process

Although the intake process for Job and Transition Grooming was similar to Career Assessment and Exploration, this process allowed advisors the opportunity to direct users into specific jobs and transition grooming services based on individual need. These recommended services included the following: Free Resume and Cover Letter Service, Video Interview Coaching, Seminars in Resume Writing, Interviewing, and Transferring to Senior Colleges, Video Library, and Career Resources in Resume Writing.

Resume and Cover Letter Service

Individual advising and a computerized program assisted users in producing professional, laser-quality resumes and cover letters efficiently. To produce the resume, the Perfect Resume Computer Program moved the user through every phase of the resume-writing process, from thinking about career direction to printing a finished product. Additional word processing software packages were also provided.

When the user completed the program, he or she had a finished resume, a cover letter, a reference page, and all resume information stored on a data disk. An interested individual could have the completed resume critiqued by a professional staff member to identify areas for improvement in the resume.

Video Interview Coaching

Users were able to participate in a video taped mock interview. This service allowed users to study themselves in the interview situation and receive a critique of their interviewing skills. Business and industry members, community members, faculty, and staff were contacted to develop a list of interested individuals to participate in the interview sessions. For additional marketing information, see Appendix A.

Seminars - Resume Writing

Resume Writing Seminars were available during the "Future Shop" Expo. For additional information, see Section 2, "Future Shop" Expo and Appendix A.

Seminars - Interviewing Techniques

Interviewing Seminars were available through Career Week programs and the "Future Shop" Expo. For additional information refer to Section 2, Career Week, "Future Shop" Expo and Appendix A.

Seminars - Transferring To Senior Colleges

Seminars were held throughout the year for students who were interested in obtaining specialized transfer information. For a more detailed description of available transfer resources, see Section 2, Placement and Transition Support - Component II.

Video Library

A video library was housed in a separate room in the "Future Shop" where users could view tapes privately. The most frequently utilized video tapes were Dynamic Interviewing, Negotiating Competitive Salaries and Benefits, Planning a Successful Job Hunt, and a series of tapes including The Job Seeker, The Job Campaign, and The Job Interview.

Resume Career Resources

Resume career resources including handouts were displayed in the "Future Shop" area for easy user access. The most popular resume resources included 12 Tips for Resume Writing, Plymouth's Guide to Building a Resume, The Perfect Resume, and Resumes That Get Results.

Education of Employees

Continual in-service training sessions were held for Student Development part-time and full-time employees regarding all aspects of "Future Shop" services. For additional information concerning the advertisement directed to and education of employees, see Section 2, Career Assessment and Exploration/Marketing Strategies.

Participation in Job and Transition Grooming - Component II

The following is a summary of user participation in the Job and Transition Grooming Component of the CCCCD "Future Shop". While the totals include users from October 1988 through May 1989, the numbers do not accurately represent all users due to revisions in the intake process as of January 1989. For additional information, see Section 2, Career Assessment and Exploration/Intake Process.

Services	Number of Users - CCCCD
* The Perfect Resume (software program)	365
* Resume Critique	80
* Video Interview Coaching	40
* Resume Career Resources	500
TOTAL OF CCCCD USERS OF COMPONENT II:	985

Of the 365 users utilizing The Perfect Resume program, 100 users developed a cover letter using the word processing packages.

PLACEMENT AND TRANSITION SUPPORT - COMPONENT III

The Placement and Transition Support Component assisted clients in obtaining employment and in transferring to a four-year institution. The implementation of this component included the following areas, services, and programs: Marketing Strategies, Intake Process, Computerized Job Referral System, College-Affiliated Job Listings, Job Lead Resources, Telephone Service, Transfer Articulation Resources, Transfer Articulation Program, Education of Employees, and Participation.

Marketing Strategies

As with the previous two components, brochures, fliers, posters, and "Future Shop" tickets were used to promote the use of this component (see Section 2, Career Assessment and Exploration/ Marketing Strategies, and Appendix A).

Intake Process

The Placement and Transition Support component utilized an intake process similar to the preceding components. Advisors were available to guide users into specific Placement and Transition Support services. These recommended services were as follows: Computerized Job Referral System, College-Affiliated Job Listings, Job Lead Resources, Telephone Service, Transfer Articulation Resources, and Transfer Articulation Program. For more details concerning the intake process, consult Section 2, Career Assessment and Exploration/Intake Process.

Computerized Job Referral System

An up-to-date computerized listing of all off-campus jobs offered through the Job Location and Development Office was available for viewing. Brief information (job title, required skills, geographic location, and salary) was provided with a job code. The student used the code to locate information on specific jobs found in the job books.

College-Affiliated Job Listings

Students interested in employment utilized the campus job listings. These books included listings of part-time positions on campus, both college work study and non-college work study, internships, cooperative education listings, and others.

The maximum number of hours per week a student was allowed to work on campus was 20 hours, unless special permission was granted by the Student Employment Office. Students had to be registered for at least three semester hours to be eligible for work on campus as a student assistant.

Job Lead Resources

In addition to the Computerized Job Referral System and the College-Affiliated Job Listings, the "Future Shop" maintained job openings gleaned from local newspapers, newsletters, and community contacts. This service listed part-time and full-time positions in a variety of career fields.

Telephone Service

Communication facilities were available for students who needed access to local employers. As a result of this service, a telephone was provided for students to contact employers regarding job leads while pursuing employment.

Transfer Articulation Resources

The Transfer Articulation Laboratory housed materials beneficial to users interested in transferring to a four-year institution. Handouts and other resources were available for user use. On the average, 30 major institutions were contacted each month to augment the library of transfer articulation resources.

Transfer Articulation Program

The Transfer Articulation program was a service which assisted users in articulation of courses for transfer to senior institutions. Advisors were available to guide students in the steps required for a successful transfer. This comprehensive model program maintained transfer articulation resources for all Texas colleges and universities, and other institutions of interest to members of the community.

The Transfer Laboratory is used daily by students, prospective students, faculty, and staff. Users of the Transfer Lab have found the materials helpful in answering their questions and in referring them to other areas of interest. Handouts and resources are stocked three times each week. On the average, 25 students complete "Next Step" questionnaires each week, and 30 major institutions of higher learning are contacted each month.

The Transfer Lab houses all materials and resources for the "Next Step" program. The purpose of this program is to assist student transition from CCCCD to a four-year institution by providing the following:

- Group tours of four-year institutions
- Seminars designed to enhance student success in the transfer process to a senior institution
- Peer support through a networking system of transfer students on campus
- Lists of course equivalencies for CCCCD and four-year institutions
- Resource materials and appropriate questions to ask
- Directory listing addresses and telephone numbers for four-year institutions
- Course Transfer Guide
- Current transfer information on a Transfer Bulletin Board
- Library of catalogues for both out-of-state and Texas colleges and universities
- Reference books - College Handbook, Index of Majors, College Cost Book, Profiles of American Colleges.
- Software and video resources - Discover, Guidance Information System, Video "How to Be a Successful Student"
- List of full-time faculty and staff, showing their alma mater for reference and networking
- Transfer of Credit brochure (See Appendix A, Marketing Resources)
- "Next Step" questionnaire
- Information Guide for admission requirements

- Degree plans for CCCCD and other institutions
- Location maps of colleges and universities
- Individual assistance

Education of Employees

Continual in-service training sessions were held for Student Development part-time and full-time employees regarding all aspects of "Future Shop" services. For additional information concerning the advertisement directed to and education of employees, see Section 2, Career Assessment and Exploration/Marketing Strategies.

Participation in Placement and Transition Support - Component III

The following is a summary of user participation in the Placement and Transition Support Component of the CCCCD "Future Shop." While the totals include users from October 1988 through May 1989, the numbers do not accurately represent all users due to revisions in the intake process as of January 1989. For additional information see Section 2, Intake Process.

Services	Number of Users - CCCCD
* Student Employment (applications received)	830
* Student Employment (contacts)	1,040
* Student Employment Placements	450
* Transfer Resources (users assisted in articulation of courses for transfer to senior institutions)	850
* Transfer Resources ("Next Step" participants)	375
TOTAL OF CCCCD USERS OF COMPONENT III:	3,545

SUMMARY

In summary, delete CCCCD implemented the three model components on both campuses during the 1988-89 academic year. The program was successful with over 11,995 recorded users of the diverse aspects of the "Future Shop" program (October, 1988 through May, 1989
[8 months]).

SECTION 3
PROGRAM IMPLEMENTATION OF PILOT INSTITUTIONS' MODEL AREA(S) OF "FUTURE SHOP"

PSI's LABS

SECTION 3: PROGRAM IMPLEMENTATION OF PILOT INSTITUTIONS' MODEL AREA(S) OF "FUTURE SHOP"

In fulfillment of the grant, each pilot institution submitted a final report including a detailed implementation narrative, an account of participation, and recommendations for future plans. The reports in this section are accurate summaries of the original reports. Copies of the post secondary institution reports as they were submitted are available upon request from the CCCCD project staff.

CEDAR VALLEY COLLEGE
Career Assessment and Exploration Component
George Reyes
Counselor

In implementing the Career Assessment and Exploration Component of "Future Shop," Cedar Valley College set about to offer students a variety of exercises which would be tailored to the needs of individual students.

Marketing Strategies

Awareness of the existence of resources was the key to the implementation. A revision of the Discover Program fliers initiated this effort. Five hundred fliers were distributed to the division chairs, and information concerning dissemination was presented at Instructional Council Meetings. A Human Development flier was presented to each undecided student at registration for the Spring '89 Semester. In this human development flier, students were strongly encouraged to either visit the Counseling Center during the semester or sign up for HD104 Career and Educational Planning.

A classroom presentation titled "Personality and Careers" was made to students enrolled in MKT703, Fashion Merchandising Co-op. Students were introduced to the Myers-Briggs Personality Indicator, abbreviated version, and given an interpretation. This presentation emphasized the vocational implementation of this survey. A videotape of the presentation was made for future use for individuals in the Learning Resource Center or for class presentations.

Special Activities

Further campus activities were scheduled throughout the semester. These activities included presentations on Resume Writing in the Job Placement Office, seminars on Interviewing Techniques, a Career Week, and an Employers' Day.

Career Interest Assessments

The Strong-Campbell Interest Inventory and the ACT "Discover" Career Program were offered to students in HD104 and the Single Parent Program, as well as walk-in students requesting career guidance.

Guidance Information System (GIS) was updated, and use of this program was directed by teachers of HD104 Career and Educational Planning, MKT703 Fashion Marketing Co-op, PSY101 Introduction to Psychology, and students enrolled in the Single Parent Program. The Vocational Biographies were used in concert with other career library resources by students gathering information about career choices.

User Participation

Participation in this component at Cedar Valley College was as follows:

Services		Number of users - CVC
Seminar Series:		
Resume Writing Job Placement		15
Interview Techniques		4
Employers Day:		
Students who spoke to representatives		50
Career Testing:		
Strong Campbell	Fall '88	38
	Spring '89	28
Myers-Briggs		42
Career Computer Services:		
Discover Users	Fall '88	49
	Spring '89	34
GIS Users	Fall '88	49
	Spring '89	18
	TOTAL OF CVC USERS:	327

Summary

In recognizing that this component has been successful, Cedar Valley College is planning several career-oriented activities for the future. Planned activities include a career laboratory similar to the "Future Shop" model. It will contain Discover, GIS, The Perfect Resume, a video cassette player/ recorder and monitor to view video programs on career skills, such as interview techniques and career exploration, and a mounted video camera for interview recording.

COOKE COUNTY COLLEGE

Job and Transition Grooming Component
Eddie Hadlock
Dean of Student Services

The Job and Transition Grooming component, designed to provide practical services to prepare vocational students for the job market and to transfer to senior colleges, was successfully implemented at Cooke County College.

Seminars

The "Self-Directed Job Search" video was offered in two one hour presentations in the Little Theater. Clubs on campus were invited to co-sponsor, with the Counseling Center, a five-part program on "Stress Management/Burnout."

Career Resources

An exhibit area outside the Counseling Center and near the Admissions Office displayed handouts for The Perfect Resume computer program and fliers to encourage the use of the Video Guide to Interviewing. This resource was available in the library and in the Learning Center for viewing.

An exhibit offered copies of an inventory of several hundred skills from administering programs to writing for publication. In addition, copies of an article by Howard Figler on the "Ten Hottest Transferable Skills" were distributed.

The Perfect Resume computer program was also available through the Learning Center.

Career Audio-Visual Library

Copies of a list of cassette tapes from the library were available on goal setting, self-esteem, writing clearly, correcting procrastination, selling yourself, making presentations, persuasiveness, decision making, managing stress, building vocabulary, delegation and leadership, networking and getting a raise. The call numbers were included with complete titles.

A list of all resources was distributed to vocational/ technical instructors who were then invited to preview the interviewing videos.

User Participation

Number of participants at Cooke County College in this component was as follows:

Self-Directed Job Search	25
Stress Management/Burnout	60
Newspaper Articles/Ad	Several

Summary

It is believed that full implementation of this program will require a long term commitment. When remodeling is completed this summer, a designated area will be included for job grooming activities; thus, this project will continue to have an impact at Cooke County College. The Perfect Resume Writer has had minimal response. This computer program may not be appropriate for a rural area community college. Cooke County College will promote its use through the business department this summer and next year. Newspaper articles and one advertisement pulled in very few townspeople. It was obvious that more promotion through instructors is the key, and future efforts will be directed in that area.

GRAYSON COUNTY COLLEGE

Career Assessment and Exploration Component
Pamela Polk
Counselor

Implementing the Career Assessment and Exploration component of the Collin County Community College's model career laboratory gave Grayson County College the impetus, as well as the opportunity, to expand and reorganize its career services. Implementation has consisted of researching and purchasing assessment instruments and reference materials, developing forms and procedures, Career Center staff development, and planning for the future.

The first step was to centralize the career assessment services and instruments. The computer with the Discover Program and the career literature were moved from a small side office in the Guidance Center to a larger area adjacent to the lobby. The paper career assessment instruments were moved from the Testing Center to the Career Center. These changes were important to promote unity and focus.

Career Interest Assessments

Assessment instruments purchased through the "Future Shop" grant included the Myers-Briggs Personality Inventory, the Strong-Campbell Interest Inventory, and the computerized Major-Minor Finder and Job-O Interest Inventory. The Complete Training Program for Professionals Using Discover on VHS tape was also purchased. Although Grayson County College had used Discover for a number of years, staff were interested in better understanding the content and uses of the program. Thus, this grant provided the impetus for such a focus.

Career Resource Library

The existing Career Reference Library at Grayson County College was expanded through the purchase of books about resumes, interviewing, and occupations.

Summary

Their component was successfully implemented at Grayson County College. The Grayson County College Guidance/Career Center staff is currently in the process of developing a Career Center brochure to be included in the student packets to be issued during the summer orientation classes. The brochures will also be on display at various locations on campus. Other plans to be implemented during the Fall of 1989 include purchasing a VCR and television for viewing career tapes and taping practice interviews; visiting classes to discuss with students current career issues; having an open house and class tours to acquaint faculty and students with the Career Center's expanded offerings; presenting a seminar for students considering transferring to other colleges/universities and having a career fair.

NORTH LAKE COLLEGE
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Career Assessment and Exploration
Zena K. Jackson
Career Planning and Placement Specialist

North Lake College of the Dallas County Community College District chose the Career Assessment and Exploration component for implementation. This component was designed to offer users a comprehensive career resource library and appropriate means for assessment of career interests and personalities.

Career Interest Assessments

As a result of the "Future Shop" grant, the Career Planning and Placement Center will provide the Myers-Briggs Personality

Inventory to students not enrolled in Human Development classes. In the past, this inventory was only made available to students enrolled in the HD courses.

Special Activities

As a part of Career Week, keynote speaker Joe D. Robbins of GTE Southwest Incorporated, discussed how to prepare for the world of work, specifically regarding obtaining an education, researching careers, and setting goals.

The seminar, "Know Your Particular Job Market," targeted individuals interested in pursuing a career in a technical/ occupational field and in obtaining a technical/ occupational degree from North Lake College. Faculty members were available to provide information about North Lake College programs. The event included an exhibit with tables and literature for interested persons to obtain information.

The keynote speaker Dr. Paul Geisel, Urban Studies Professor of the University of Texas at Arlington, explained changing demographics and the careers of the future. Gail Burdine and Jan Collard of the North Lake College Office Careers discipline presented information on the Automated Office Skills program. This program is sponsored through the Center for Returning Adults. The participants are trained in basic and intermediate typing, office calculating machines, word processing and machine transcription.

Ten temporary employment agencies recruited employees by speaking about their services and current job openings. Students and community members had an opportunity to explore the temporary employment field.

Women in non-traditional careers and ten professional and trade organizations were available to provide information about available employment opportunities. Two female fire inspectors, three members of the National Association of Women in Construction, a Southwestern Bell female telephone line repairer, three Texas Instruments electronic/engineering female professionals, two female Chief Auto Parts auto service workers, and one female Explorer from the Boy Scouts of America shared their career experiences.

Eleanor Baldwin, founder of Eleanor Baldwin, Ltd., presented information on job search skills and tools, such as preparing for interviews, writing a resume, and networking.

Dr. Mamie McKnight, Consultant to the Chancellor for Community Development, provided information on setting goals, planning schedules, and relieving stress.

The Workshop for Physically Challenged Workers was organized to assist those who have special needs. Mr. Bill Clark presented information about companies who hire impaired individuals and the types of jobs available.

R.J. Freeman of Prime Timers Employment Agency presented information on how to get a job in your "mature" years. He provided literature on marketing your talents, skills, and capabilities.

On Employer Career Day, employers presented literature about their companies, accepted resumes, and recruited for current vacancies.

User Participation

User participation at North Lake College (NLC) was noted in the following areas:

Career Assessment Seminars	Number of Users - NLC
Speaker Joe D. Robbins	25
Speaker Dr. Paul Geisel	60
Automated Office Skills	20
Temporary/Employment Agencies	20
Speaker Eleanor Baldwin	20
Speaker Dr. Mamie McKnight	15
Workshop For Physically Challenged Persons	4
Speaker R.J. Freeman	20
Employer Career Day	37 Employers 200 Students
TOTAL OF NLC USERS:	421

Summary

The Career Planning and Placement Center staff plans to begin preparation in the Fall for the Spring event next year. New ideas for future Career Fairs will continue to be explored. The staff will always try to provide what the students and community members need and want regarding future career information.

PARIS JUNIOR COLLEGE

Job and Transition Grooming Component
Marilyn Woods and Barbara Thomas
Placement Coordinator/Counseling Director

Paris Junior College implemented the Job and Transition Grooming Component of the model which provided practical services to prepare vocational students for the job market and to transfer to senior colleges.

Career Audio-Visual Library

Professional seminar videos and live-action video materials covering job hunting, interviewing, and resume writing were purchased and added to the career center library. Printed materials covering these topics were also added to the library collection. A video and cassette bibliography was also provided. The Job and Transition Grooming video library increased from three videos to seven.

Video Interview Coaching

Initially, the mock interview set-up was done in a vocational class. Students are now able to make appointments for mock interviews with the coordinator or other personnel.

Career Resources

Books and other printed materials like the CPC Annual were used to help students prepare resumes and cover letters. Several magazines and numerous handouts were made available at no charge to the students. Books can be checked out through library services.

Because resume writing is a time-consuming guidance service, yet a personal one, The Perfect Resume computer package by Tom Jackson was set up in the computerized guidance room. Students made appointments to utilize this service.

User Participation

Participation in the Job and Transition Grooming program has involved various areas. Through nine class seminars,this service has been placed in direct contact with 250 students or 10% of the student population. This was a more effective method to reach greater numbers of students than merely a volunteer seminar or a one-on-one meeting.

Summary

The least-used service has been video interviewing. Camera shyness, fear, and embarrassment have been reasons given for not using the service. As more students use this service, we will be better able to assess its significance in job grooming. In addition, the resume and cover letter service has received limited use.

Paris Junior College will continue to provide the services of all three models of a successful student placement and transition service. We will encourage all faculty members to become involved in the career planning and placement processes.

TARRANT COUNTY JUNIOR COLLEGE - NORTHWEST CAMPUS

Career Assessment and Exploration Component
Joe W. Rode
Director of Counseling and Career Placement

Tarrant County Junior College - Northwest Campus implemented the Career Assessment and Exploration Component. This component was designed to offer users a comprehensive career resource library and appropriate means for assessment of career interests and personalities.

Career Interest Assessments

In implementing the Career Assessment and Exploration component, the campus investigated ways to augment our use of Strong Campbell Interest Inventories. After examining many possible options, we decided to acquire hardware to run Sigi Plus software and implement a computerized career assessment package. We also added a resume writer software program and began offering expanded on-campus luncheon programs to support each.

User Participation

Since the implementation of this program in Spring 1989, a total of 109 students have participated in this service.

We have expanded our offices and integrated Career Placement into the counseling operation as a result of the "Future Shop" program.

Summary

Our college will want to continue this component as a permanent part of our everyday operations. Future plans include extending this service to students who attend "Orientation To College", as well as making such a component available on a walk-in basis.

TEXARKANA COLLEGE

Placement and Transition Support Component
Don Woods
Director of Placement and Student Services

In implementing the Placement and Transition Support component, Texarkana College adopted a two-fold approach: 1. working with our vocational-technical programs to help secure employment for the graduates and those leaving the program with marketable skills; 2. helping our students find part-time employment while they attend school. Another function recently adopted is placing students in the flood of jobs on the market for summer employment throughout the country. We have succeeded in placing quite a few students in these jobs.

Computerized Job Referral System

For vocational students seeking full-time employment, an introductory letter was written to area businesses explaining our philosophy and encouraging them to contact Don Woods' office when potential openings in their companies arose. These lists were put on a computer so they could be updated as needed. When a qualified student came in, we composed an initial file containing an updated resume and transcript. We also keep this file active for six months, at which time students must update the information.

Job Listings

For the enrolled student interested in full or part-time employment, an updated list of appropriate jobs for the students is kept. Also, an office telephone is designated for student use in the pursuit of employment.

Career Resources and Activities

Information on all aspects of the job hunt is available to enrolled students and recent graduates. A VCR/TV set up is provided for viewing tapes on interview techniques. Two free workshops on resume writing, interview techniques, and letter writing were conducted. Additionally, companies are hosted on campus for informational and interview sessions. To date, twelve such sessions have been conducted.

Transfer Articulation Program

Transfer articulation services continue to be handled totally by the Counseling Department, although the placement office does assist some students who attend East Texas State at Texarkana since they share the Texarkana College campus.

User Participation

During August 1 through December 31, 1988, the office listed 148 part-time and 15 full-time jobs available for our students. In this period of time, 368 students obtained job information in relation to these positions, and from that list 89 students were hired.

From January 1 to April 15, 1989, the office listed 53 part-time and 5 full-time jobs for our students, and we have filled 24 of them. During these months 136 students have used the center in search of employment or to seek information about upgrading job skills.

We are in an ongoing campaign to solicit industry to our campus for recruiting efforts. Up to this point, 15 businesses have taken advantage of this service, and 6 more are on the schedule for the summer.

Summary

The success of the Placement Center has been in its establishment and in the communication that has resulted between the Center and the public sector.

Future plans include a move to a larger office complex, with a reception area that can be used productively, a full-time secretary, more work study hours, and a computer system for job listings.

TRINITY VALLEY COMMUNITY COLLEGE
Career Assessment and Exploration
Dennis Nolley
Career Placement Officer

Trinity Valley Community College determined that the Career Assessment and Exploration component would be the most beneficial to its community. This component was designed to offer users a comprehensive career resource library and appropriate means for assessment of career interests and personalities.

Career Resource Library

One of our first tasks included selecting and ordering materials. Some of the materials did not arrive until late March. Consequently, all of the resources intended for student use were not available for the entire length of the project.

The materials were catalogued in our Career Center which is adjacent to the Guidance Services offices. Students were informed about the new resources material through articles in the student newspaper, memos to the faculty, and class presentations.

Through implementing the Career Assessment and Exploration Component, we were able to update and add to some of the career planning and occupational exploration resources in the Career Center.

User Participation

The amount of participation was recorded through asking students to sign in upon entering the Career Center. Students were also asked to list which materials they used. We were unable to monitor every person who visited the Career Center, thus the actual use of the materials is much greater than the number of students cited.

Summary

Trinity Valley Community College will continue to add resources to its Career Center as a result of this project. We believe this model of a "one stop shop" is valuable.

TYLER JUNIOR COLLEGE

Job and Transition Grooming Component
Frankie Muffoletto
Director of Counseling

Resume Service

The Tyler Junior College Career Development and Placement Center used resume writing and interviewing as the major emphasis for its implementation of the Job and Transition Grooming Component. The Perfect Resume software has been made available to students, and they have made good use of the program.

Special Programs

Additional implementations of the component include a variety of services and activities:

1. Visiting classrooms to explain the purposes of, the importance of, and how resumes are used in the work place.
2. Helping students to critique and revise their draft resumes.
3. Demonstrating interviewing techniques by using a series of videotapes in both the classroom and for individuals.
4. Explaining the proper grooming and personal hygiene needed when interviewing for a job.

5. Scheduling job interviews for students with potential employers for full-time employment.
6. Checking a student's completed job application if he or she requests an opinion.
7. Making available to students a computer listing of part-time jobs in the community.

User Participation

Participation was noted in various areas. Most of the students who used the resume software and the interview tapes gave us positive feedback. Instructors who requested the interview and resume writing lectures were impressed and have requested that they be continued on a yearly basis. Some of the students experienced anxiety when they first encountered the computer, but they found that the software was "user friendly" and enjoyed the exercise.

Summary

In the Fall semester of 1989, the Career Development and Placement Center will move, along with the other counseling functions, into new facilities. In addition, a counselor/ director will be hired. The Career Center will put more emphasis on placement than it has in the past.

WEATHERFORD COLLEGE

Career Assessment and Exploration
J. C. Colton
Career Planning & Placement & Institutional Research

Career Interest Assessment

In implementing the Career Assessment and Exploration component at Weatherford College, it was decided that the career exploration software program would serve as the hub of the mode. Careful consideration was given to all packages currently in the marketplace. Weatherford College chose the Guidance Information System (GIS) package offered by Houghton Mifflin.

The primary reasons for the selection of this particular software product included ease of use, attractive pricing through Texas State Contract, support service, on-site free training, reduced cost of future multiple installations, database updated several times during the year, and current Texas job information files.

Provisions were then made to purchase additional key disk licenses for installation on eight AT-compatibles in a computer lab adjacent to the Career Center alcove. The GIS software program was also adapted to operate on a Macintosh II in the office of the Director of Career Planning and Placement.

Besides individual student usage, the Occupational Enhancement class (OST 333) in Office Systems Technology included the career search software module as a class assignment during the Spring 1989 semester. Each class member performed a self-directed search of available careers in his/her interest areas.

With GIS as the core of our career laboratory, we set about building a framework of support services and software to broaden its effectiveness.

Summary

Weatherford College plans to continue the new additions to its career planning and placement activities as a result of this successful project.

SECTION 4
EVALUATION

SECTION 4: EVALUATION

In fulfillment of the grant making possible the "Future Shop", A Model Career Laboratory, evaluations were elicited from the Users, Advisory Committee, Pilot Institutions, and a CCCCD Task Force. These evaluations will assist pilot institutions, and the CCCCD in the maintenence of existing programs and in the implementation of future career laboratory components.

USER EVALUATIONS

The most important people involved in the "Future Shop" program were the users of the various services. These users were recruited using a variety of methods and came from a broad range of fields, with even broader needs (see Section 2, Marketing Strategies). While a questionnaire was administered, the fact that over 11,995 various user contacts were made at CCCCD is evidence that the users believed the program was effective.

Questionnaire

Of the 74 "Future Shop" users who completed a questionnaire, 68 planned to use the services again, with the remaining six undecided. Users indicated they would return for either one or all of the "Future Shop" services.

Comments

Patron comments were varied but notably positive. A summary compilation of the clients' responses is included in Appendix D. The following is a representative collection of those responses.

- The services were absolutely wonderful. I feel grateful to have such a wonderful program.
- Discover is a good program. The information the program provided about "Job Descriptions" gave me a better understanding of the career I am interested in pursuing.
- Just great! I hope to find employment using the skills I've gained at CCCCD.
- Excellent help from student assistants.
- Very good! The services gave me a clear direction on my career.
- Very informative and user friendly.
- The director gave me invaluable assistance with my resume.

- Great resources!

- I had a nice response and plenty of good help with the writing of my resume.

Recommendations

Users completing the questionnaire identified one aspect of the "Future Shop" in need of improvement: more assistance with the usage of the software programs.

Software programs presented difficulty to users who were not familiar with computer programs. To assist with the effective use of these programs, concise assistance manuals were provided at each computer terminal. One manual explained the use of The Perfect Resume software package. Information regarding the use of the word processing software packages was also provided. To supplement professional staff, "Future Shop" peer advisors were hired to facilitate the use of these programs through individualized assistance.

Although efforts were made to provide the assistance, limited resources inhibited the hiring of additional professional staff.

ADVISORY COMMITTEE EVALUATIONS

On May 5, 1989, the "Future Shop" Advisory Committee met to prepare a final evaluation of the model career and transition laboratory. Minutes of the Advisory Committee meetings are available on request from CCCCD project leaders.

Comments

- I am very impressed with "Future Shop's" progress and the promptness with which changes were made.

- This project had the right people with the right ideas to make it a success.

- "Future Shop" has been an excellent model lab, preparing people for career decisions.

- I am very impressed with the number of students using the lab.

- "Future Shop", through providing needed skills and resources for area businesses, can encourage a liaison via financial donations and donations of human resources to the mentor program. As with any program, the bottom line is economics.

Recommendations

- More computers are needed since students were having to wait in line to use the computers available.
- Perhaps more professionals could donate their time to become more involved in "Future Shop" seminars.
- More extensive advertising of "Future Shop" services off-campus would benefit the larger community.
- A long-term goal could be a research project to follow a test group of students to evaluate the benefits they enjoyed as a direct result of the "Future Shop."
- We need to involve area business and industry with the "Future Shop" via video interviewing and the mentor program.
- "Future Shop" needs to explore developing stronger links with the business community as this lab would be valuable for an active work force in fulfillment of their career path.

Summary

Perhaps the most pressing question is, "Has the project been a success?" Bob Campbell, a member of the Advisory Committee, expressed his views this way:

> I would recommend it without reservation. I have observed the staff and the clients in action. It (the program) has made a difference. Other Advisory Committee members have recommended it to their friends. The usage has increased every month. I personally know of the success of one young man who was unhappy with his job. Through the resources of the "Future Shop", he identified his skills and interests, and discovered how to go about his job search. He then successfully pursued his new career. Without this program, he would not now be actively pursuing this career. The success of this project will not be fully known for many years. However, without the "Future Shop", this young man would not have a career goal. The only reasonable conclusion is that the "Future Shop" has been a success.
>
> Is the "Future Shop" complete and finished? No. The "Future Shop" has only just begun to fulfill its promise. The enduring success of the "Future Shop" will be accomplished by continuing to provide career and

transition resources for the community. More time will need to be spent in educating the community and in reaching those in need.

Many short-sighted people would say, "This is not the job of a community college. A community college should stick to education." Education is not a goal in itself. Education only has value when it can be applied to life. What greater service could a community college perform than to provide the knowledge that allows someone the opportunity to make a life on their own? In helping a person find a career, the community college provides the key to unlock the potential of the individual. For the good of the community, the work of the "Future Shop" must continue.

PILOT INSTITUTION'S EVALUATIONS

On May 4, 1989, the Pilot Institutions met to evaluate the "Future Shop" Model Career and Transition Laboratory. In addition to submitting exit reports, the contact persons at each institution completed a survey as a final comment on CCCCD's program, its implementation, its effectiveness, and its improvement. Appendix E includes a summary of their evaluations.

To assure candid responses, the representatives were requested not to identify themselves on the completed surveys. The following is a summary of each of the surveys received:

Career Assessment and Exploration Component

- The "Future Shop" program was a great opportunity for institutions to focus on career services for students. The Career Assessment and Exploration Component was successful in introducing clients to careers and career services. The instructions and examples provided through the grant were most helpful. The development of a scientific method of evaluation of individuals would be beneficial.

- The "Future Shop" is so impressive that our campus is planning to restructure the Student Development area in a similar manner. Career Assessment and Exploration was the component that provided the vehicle for the sponsorship of our campus's first Career Fair. The grant staff were always available for accurate and helpful assistance.

- The "Future Shop" program was informative, and the Career Assessment and Exploration component was most beneficial. The implementation was well-organized and well-planned.

- The "Future Shop" is a model that students were able to readily understand and use. The Career Assessment and Exploration component was widely used and extremely informative. The model laboratory components were planned to work well with other areas and assure smooth implementation. Continued networking and periodic reports would benefit the institutions involved.

- The "Future Shop" offered an impressive variety of services. Career Assessment and Exploration was a beneficial component on our campus. Although well-organized, the inherent flexibility in the program was an advantage.

- The concept of a "one-stop shop" was one which our institution was interested in implementing, and the grant program provided the vehicle for that to happen. The resume service was a great asset to our program. The "Future Shop" was implemented on a timeline that allowed creativity and produced effectiveness immediately. The program might be improved by having vocational-technical advisory boards involved in the project.

Job and Transition Grooming Component

- The "one-stop shop" concept of "Future Shop" provided easy access to users. Job Grooming was the component needed on our campus. The grant provided the means of gathering information and a method of program improvement. Giving the institutions a choice of components was an advantage to this program. The grant program was efficient and informative. A fourth counseling component would enhance the project if funded in the future.

- The "Future Shop" program offered important information that could be used on our campus. The Job Grooming component was implemented easily in concert with our existing programs. The stages of implementation were well-planned and executed efficiently. A follow-up meeting next spring would give this group the opportunity to share our concerns and successes.

- The "Future Shop" program pulled the involved institutions together toward a significant, common goal. The Job Grooming component met the needs of our students and was an area of Career Development that needed to be updated on our campus.

- The CCCCD "Future Shop" is excellent, one of the best. Job Grooming was effective and useful on our campus.

The grant program was well-organized and extremely effective. To continue the success enjoyed by all participants, an idea list would help generate new and improved programs.

Placement and Transition Support Component

- The "Future Shop" Transition laboratory is a necessary part of the total educational process. All components were effective. The group meetings and on-campus visits were most useful to our institution. The continued exchange of information on progress would assist all institutions.

- "Future Shop" has become a dynamic part of the total career development area, flexible enough to meet a variety of needs and permit broad-based use. All three components seemed to enjoy equal success. The model was well-planned and thoughtfully implemented to provide individual attention with efficiency.

CAREER CONSULTANT'S EVALUATION

In fulfillment of the "Future Shop" grant, a career psychologist was retained to evaluate the "Future Shop" program and make recommendations to improve its effectiveness and implementation. Larry G. Carter, Licensed Professional Counselor and Certified Career Counselor, was the career psychologist chosen to perform this independent consultation.

The career psychologist compiled his report as a result of a review of extensive written documentation and an on-site visitation. The documentation reviewed included the grant summary for the operation of "Future Shop", the Student Development organizational chart, Advisory Committee meeting minutes, and job descriptions and resumes of the personnel involved in the operation of the "Future Shop." The on-site visitation of over five-hours duration involved interviewing student development administrative personnel, clerical and support staff in the "Future Shop", generalist advisors, and peer advisors.

Three major areas of concern were identified by these means. The areas cited were the intake process, the selection and use of career assessment instruments, and staff development. The complete report can be found in Appendix F.

Intake Process

The concept of the "Future Shop" as a comprehensive, practical means of meeting the career and articulation needs of the community in a centralized, one-stop concept requires that particular attention be paid to the initial point of contact with the "Future Shop" patron. The recommendations for this area involved using peer advisors as support personnel, hiring part-time highly trained paraprofessional staff as intake specialists, and making use of the professional staff already in place to bring a broader base of knowledge to the "Future Shop" concept.

Career Assessment Instruments

In the field of assessment instruments, the career psychologist suggested that the choice of assessments, whether interest, personality, aptitude, or work values, should be jointly decided by the patron and the professional charged with the responsibility of assisting that person in the career exploration process. His premise was that effective career counseling cannot be provided through offering the same services to all clients. Through individualization of services and selection of appropriate resources, the program can meet the unique needs of the individual.

Staff Development

The third area of improvement is staff development. Programs for staff development were suggested for intake personnel, peer advisors, generalist advisors and others charged with the responsibility of interpreting career assessments. For intake personnel, a thorough knowledge and understanding of the available resources are imperative. The generalist advisors should be provided with an overview of the goals of career exploration and the role of the generalist advisor in that process, given specific information concerning each of the instruments utilized, and provided with the essential elements and anticipated results of an interpretive session.

Summary

Overall, the career consultant was satisfied that the "Future Shop" program does an outstanding job of meeting the needs of a diverse population. As a result of his recommendations, CCCCD made the suggested modifications to the extent possible within economic constraints.

CCCCD TASK FORCE EVALUATION

The "Future Shop" Task Force played an important role in the critique of the model career and transition laboratory. Composed of faculty, Student Development staff, and student members, the task force reviewed the use and process of the components through participation and assessment review of the end results.

Comments

- The Career Library is full of important information. Mock interviews help users overcome nervousness in real interviews. Before I came to CCCCD, I was a student at a four-year institution; CCCCD is much farther ahead in its career resources than the university I attended.
- The "Future Shop" services are great! The program is very well-organized and well-run. The peer advisor who helped me was enthusiastic and knowledgeable about this laboratory.
- The Student Employment job listings provided all the information needed for me to find a job in this locale. Also, the variety of services throughout the "Future Shop" assisted me as I participated in the employment and the transfer processes.

Recommendations

- Encouragement at the front desk dissolves student shyness. A video of how to use the "Future Shop" may be helpful. Personal evaluation of career assessments would assist students in the appropriate use of the results.
- Career Assessments and Transfer Resources were especially helpful. "Future Shop" should be advertised more frequently in the local newspapers. This is an extremely effective program.
- Videotapes and the Resume Writer offered appropriate services and information to clients. Additional personal attention in resume evaluation and career advice would be beneficial. The "Future Shop" does more for the student than other programs even attempt to do.
- The Discover software program gave me the information I needed. More faculty should promote and use the "Future Shop." Additional personnel are needed to meet the demands of the large number of students using the "Future Shop" facilities.
- The computer program offerings are great, but we need more computers to help all the users. Overall, "Future Shop" is an excellent program to meet the varied needs of our population.

- The "Future Shop" staff should continue to encourage promotion and use by faculty. The effectiveness of this program is very good.
- Perhaps faculty will offer extra credit for participation in this career and transfer facility.

Summary

Most of the evaluations were extremely favorable with noted exceptions that can be used to improve the program. Summaries of evaluations are noted in the appendices with additional information available on request from the project directors.

SECTION 5
BIBLIOGRAPHIES

SECTION 5: BIBLIOGRAPHIES

ANNOTATED BIBLIOGRAPHY

Anderson, David L. "Quick Reference: A Key to Counseling." *Journal of College Placement*, v42, n3, Spring 1982, p27-29. Target Audience: Counselors, Administrators, Practitioners. The State University of New York (SUNY) - Binghamton Career Development Center developed a unique, simple and inexpensive approach for delivery of services called the Quick Reference Guides (QRG) series. The guides provide self-instruction on career exploration, job searching, application to graduate school and related issues.

Aslanian, Carol B. "Adult Access to Education and New Careers: A Handbook for Action." *College Entrance Examination Board*, 1980, 149p. Target Audience: Practitioners. This handbook provides guidelines for the establishment of adult career centers. Although not prescribing a single model or instructing in counseling techniques, the handbook defines overall goals and objectives, provides a framework for planning, generates ideas, identifies choices, and indicates strategies and solutions to common problems. Sample checklists, reports, outlines, and budgets are included.

Babbush, H. Edward. "A Dream Come True." *Journal of College Placement*, v37, n2, Winter 1977, p42-47. The career center at California State, Long Beach, was designed specifically for career planning and placement activities.

Bonar, John R. "A Center for Undecided College Students." *Personnel and Guidance Journal*, v54, n9, May 1976, p481-484. The Advising Center for Undeclared Majors (ACUM) at Florida State University provides a noncoercive atmosphere in which undecided undergraduates can explore possible academic and career areas.

Career Planning and Placement Staff. "Meeting Career Needs: A Multiple Approach." *Journal of College Placement*, v43, No.1, Fall 1982, pp42-48. Describes programs, materials and strategies used to meet the needs of a diverse student body.

Gibson, Merrillyn. "From School to Working Life: Resources and Services." *Library of Congress*, reference circular 86-1, October 1985, 46p. Target Audience: Students. Disabled students preparing for the transition from high school to working life will find current, practical information in this reference circular.

Harris-Bowlsbey, Joann. "Career Planning Services: Linking Information and Clients." *New Directions for Education and Work*, n5, 1979, p41-49. The decision-making process is

reviewed, and information needs are related to steps of the career decision-making process.

Heppner, Mary J. "Expanding College Career Centers to Meet the Needs of Adults." Journal of College Student Personnel, v23, n2, March 1982, p123-28. Discusses how existing college career centers can be expanded to be more responsive to needs of adults.

Koenig, John H. "A Model Plan for a Career Education Curriculum Laboratory." New Jersey State Department of Education, Jan. 1973, 223p. A final report on the Curriculum Center for Occupational and Adult Education stated a need for leadership in Curriculum development; Teacher and leadership education; and Career development, guidance and placement.

McConnell, Margaret E. "Identifying Skills." Journal of College Placement, Spring 1983, p43-48. A skills identification program teaches students to apply their classroom activities and personal experiences to career planning, and thus expand their life alternatives.

McKay, C. Forrest. "Managing Cooperative Education and Placement Together." Journal of Cooperative Education, v18, No. 3, Summer 1982, p57-64. Discusses possible solutions to the problems of declining enrollments and reduced federal aid.

March, Peter. "Your Choice at Eighteen Plus. A Guide to Decisions after A-Level." Careers Research and Advisory Centre, 1971, 184p. This book is written for eighteen year-old/plus students in England, who have completed thirteen years of full-time education and are involved in career planning for the future.

Ohio Resource Network: Mobilizing Colleges and Universities to Benefit Business & Industry. Ohio Board of Regents, 1984. 15p. The Ohio Resource Network's potential usefulness to Ohio's Businesses and industries is discussed. The network provides Ohio executives and managers access to resources of 62 state-assisted colleges and universities. Faculty can assist business/industry in five types of applications; using the latest technology, increasing productivity, financial planning, training and human resource development, and planning a new business.

Parsell, Ruth and Thompson, Gretchen. "Job Club." Journal of College Placement, v39, n4, Summer 1979, p63-65. Counselors at the UCLA Placement Center organized the Job Club to develop successful job search techniques with group support, direction, and encouragement.

Powell, C. Randall. "Career Services Today: A Dynamic College Profession." College Placement Council, 1980, 363p. Focuses on the concepts, philosophies, principles, and practices utilized by professionals in career planning and placement.

Prerost, Frank J. "Rural Human Service Delivery Systems." Teaching of Psychology, v11, n4, December 1984, p218-220. Target Audience: Practitioners; Students. Human services employers of psychology majors were surveyed to determine what courses they prefer new employees to have taken.

Reardon, Robert. "The Status of Career Planning Programs and Career Centers in Colleges and Universities." Vocational Guidance Quarterly, v28, n2, December 1979, p154-59. A survey of 458 colleges and universities, revealed that 51 percent of the institutions had a separately budgeted career center on their campus, and 83 percent had a centralized career planning program composed of a variety of activities or services.

Scholz, Nelle Tumlin. "How to Decide: Guide for Women." College Entrance Examination Board, 1975, 126p. Target Audience: Practitioners. Designed to meet the changing needs of women, to awaken them to the spectrum of new possibilities, and to serve as a catalyst for purposeful planning by women.

Snell, Joel C. "Low Cost College Information Career Centers." College Student Journal, v10, n2, Summer 1976, p116-118. After reviewing the literature in the area, the author suggests practical ways an information center can be established.

Webb, Edward and Gumbinew, Judith. "A Placement Office Retreats." Journal of College Placement, v35, n2, Winter 1975, p46-51. This article discusses the suggestions by staff at a placement center of ways in which placement centers might be more beneficial to students.

Woestehoff, Arnold S. "The Role of Institutional Teach Placement Centers in Career Planning and Placement." Journal of the Student Personnel Association for Teacher Education, v13, n2, December 1974, p53-56. Helpful discussions on placement and career development, using institutional services, and advice to the job candidate.

Weiner, Andrew. "The Role of the Career Planning and Placement Center in Providing Leisure Planning Services." College Student Journal, v14, n2, Summer 1980, p154-58. Discusses involvement of career planning and/or placement centers in promoting newer approaches to career planning and leisure planning.

CAREER RESOURCE LIBRARY BIBLIOGRAPHY

SELF IMPROVEMENT

Albrecht, Steven and Karl Albrecht. The Creative Corporation Homewood, Illinois: Dow Jones Irwin, Inc., 1980.

Bradley, Anne. Take Notes of College Study Skills. Glenview, Illinois: Scott/Foresman and Company, 1983.

Conn, Charles Paul and Dr. William Mitchell. The Power of Postive Students. New York: William Morrow and Company, Inc., 1985.

Cooper, Susan and Cathy Heenan. Preparing, Designing, and Leading Workshops. Boston: Cahners Books, 1980.

De Bono, Edward. Lateral Thinking. New York: Harper & Row Publishers, Inc., 1970.

Forman, Jeffrey, Dr. The Personal Stress Reduction Program. Englewood Cliff, N.J.: Prentice-Hall, Inc., 1987.

Glassi, Merna Dee and John P. Glassi. Assert Yourself. New York: Human Sciences Press, Inc., 1977.

Groger, Molly. Eating Awareness Training. New York: Summit Books, 1983.

Herman, Deldee M. and Sharon A. Ratiffee. Self-Awareness. New York: National Textbook Company, 1982.

Hirsch, Gretchen. Womanhours. New York: St. Martin's Press, 1983.

Jackson, Tom. Guerrilla Tactics in the Job Market. New York: National Textbook Company, 1982.

Jordaan, Jean Pierre, et al. Career Developmental: Self-Concept Theory. Princeton, N.J.: College Entrance Examination Board, 1963.

Lawson, Leslie Griffing, et al. Lead On! San Luis Obispo, California: Impact Publisher, 1982.

Long, James D. and Robert L. Williams. Toward a Self-Managed Life Style. Boston: Houghton Mifflin Co., 1983.

Mann, Stanley. Triggers. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1987.

McCutcheon, Randall. Get Off My Brain. Minneapolis, MN: Free Spirit Publishing Co., 1982.

Oech, Roger Von. A Kick in the Seat of the Pants. New York: Ballatine Books, 1983.

_____, A Whack on the Side of the Head. New York: Warner Books, Inc., 1983.

O'Hara, Robert P. and David V. Tiendeman. Career Developmental: Choice and Adjustment. Princeton, N.J.: College Entrance Examination Board, 1963.

Siebert, Al and Tim Walter. Student Success. New York: CBS College Publishing, 1984.

Smith, Rosalie. How To Talk Your Way To A Better Job. New York: Monarch Press, 1982.

Tiendeman, David V. Career Developmental: Choice and Adjustment. New York: College Entrance Exam Board, 1963.

Travis, John W. and Regina Sara Tyan. Wellness Workbook. Berkeley, California: Ten Speed Press, 1981.

Winter, Caryl. Present Yourself With Impact. New York: Ballatine Books, 1983.

JOB TRENDS

Azrin, Nathan H. Finding A Job. Berkeley, California: Ten Speed Press, 1982.

Bastress, Frances. Teachers In New Careers. New York: Carroll Press Publisher, 1984.

Baxter, Neale. Opportunities in Federal Government Careers. Lincolnwood, Illinois: National Textbook Company, 1985.

Bellas, Patricia H. Your Career in the Business World. New York: Arco Publishing Inc., 1981.

Bone, Jan. Opportunities in Data Processing Careers. Lincolnwood, Illinois: National Textbook Company, 1986.

Burger, William R. and Merrill Youkeles. Careers In Mental Health: A Guide to Helping Occupations. Garrett Park Press, 1986.

Coleman, Ronny J. Opportunities in Fire Protection Services. Lincolnwood, Illinois: National Textbook Company, 1983.

Dauw, Dean C. Up Your Career. Prospect Heights, Illinois: Waveland Press, Inc., 1975.

DeRidder, Margaret D. New Career Opportunities in Health and Human Services. New York: Arco Publishing, Inc., 1984.

Douglas, Martha. Go For It. Berkeley, California: Ten Speed Press, 1979.

Ettinger, Blanch. Opportunities in Secretarial Careers. Lincolnwood, Illinois: National Textbook Company, 1984.

______. Opportunities in Office Occupations. Lincolnwood, Illinois: National Textbook Company, 1982.

Fins, Alice. Opportunities in Paralegal Careers. Lincolnwood, Illinois: National Textbook Company, 1985.

Gordon, Barbara and Elliott Gordon. Opportunities in Commercial Art and Graphic Design. Lincolnwood, Illinois: National Textbook Company, 1985.

Hornung, Mark D. Opportunities in Micro-Electronics Careers. Lincolnwood, Illinois: National Textbook Company, 1985.

Kling, Julie Lepick. Opportunities in Computer Science Careers. Lincolnwood, Illinois: National Textbook Company, 1984.

Lathrop, Richard. Who's Hiring Who. Berkeley, California: Ten Speed Press, 1977.

Lipman, Burton E. The Professional Job Search Program. New York: John Wiley & Sons, Inc., 1983.

Noerper, Norman. Opportunities in Data Processing Careers. Lincolnwood, Illinois: National Textbook Company, 1984.

Rosenberg, Martin. Opportunities in Accounting Careers. Lincolnwood, Illinois: National Textbook Company, 1983.

Rotman, Morris B. Opportunities in Public Relations Careers. Lincolnwood, Illinois: National Textbook Company, 1983.

Snelling, Robert O. and Anne M. Snelling. Jobs! New York: Simon & Schouster, 1985.

Spencer, Donald D. A Guide to Computer Careers. New York: Free Press, 1984.

Staff. The National Directory of Internships. Raleigh, North Carolina: National Society for Internships and Experimental Education, 1987.

Stinchcomb, James. Opportunities in Law Enforcement and Criminal Justice. Lincolnwood, Illinois: National Textbook Company, 1984.

Sweetnam, Sherry. The Executive Memo. Canada: John Wiley & Sons, Inc., 1986.

Traynor, William J. Opportunities in Personnel Management. Lincolnwood, Illinois: National Textbook Company, 1983.

U.S. Government, Staff. Overseas Employment Opportunities for Education. Alexandria, Virginia: Department of Defense Dependent Schools, 1987.

Wallach, Ellen. The Job Search Companion. Boston: Harvard Common Press, 1984.

Wood, Robert. Opportunities in Electrical Trades. Lincolnwood, Illinois: National Textbook Company, 1982.

MISCELLANEOUS

Atwart, Eastwood. Human Relations. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1986.

Blanchard, Kenneth and Spencer Johnson. The One Minute Manager. New York: Blanchard Family Partnership & Candle Communications Corporation, 1982.

Blake, Robert R. and James Mouton. Executive Achievement. New York: McGraw-hill Book Company, 1986.

Boyer, Richard and David Savageau. Places Rated Almanac. Chicago: Rand McNally & Company, 1985.

Camden, Thomas and Nancy Bishop. How To Get a Job in Dallas/Fort Worth. Chicago: Surrey Books, Inc., 1984.

Doss, Merrill. The Directory of Special Opportunities for Women. Garrett Park, Maryland: Garrett Park Press, 1981.

Ekstrom, Ruth B. Project Have Skills: Women's Workbook. Princeton, N.J.: Educational Testing Service, 1981.

______. Project Have Skills: Employer's Guide. Princeton, N.J.: Edcuational Testing Service, 1981.

Francisco, Leia and Fontelle Gilbert. Crossroads. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1985.

Frank, Milo O. How to Get Your Point Across in 30 Seconds or Less. New York: Simon & Schuster, 1986.
Johnson, Wills L. Directory of Special Programs for Minority Group Members. Garrett Park, M.D.: Garrett Park Press, 1986.
Kleiman, Carol. Women's Networks. New York: Lippincott & Crowell, Publishers, 1980.
Marrs, Texe W. and Wanda Marrs. High-Tech Job Finder. Canada: John Wiley & Son, Inc., 1985.
McCormack, Mark H. What They Don't Teach You at Harvard Business School. New York: Book Views, Inc., 1984.
Naisbitt, John. Megatrends. New York: Warner Books, Inc., 1984.
Peters, Thomas J. and Robert H. Waterman, Jr. In Search of Excellence. New York: Harper & Row, Publisher, Inc., 1982.
Phifer, Paul. College Majors and Careers. Garrett Park, M.D.: Garrett Park Press, 1987.
Potter, Beverly. Beating Job Burnout. Berkeley, California: Ten Speed Press, 1985.
Rothberg, Diane S. and Barbara Ensor Cook. Part-Time Professional. Washington, D.C.: Acropolis Books Ltd., 1985.
Schocket, Sandra. Summer Jobs. Princeton, N.J.: Peterson's Guides, Inc., 1985.
Seagrave, Ann and Faison Covington. Free From Fears. New York: Simon & Schuster, Inc., 1987.
Tarrant, John. Perks and Parachutes. New York: Stonesong Press, Inc., 1985.
World Future Society Staff. Careers Tomorrow. Bethesda, M.D.: World Future Society, 1983.
Wright, Dick. Hardball Job Hunting Tactics. New York: Facts On File Publication, 1983.

RESUMES/INTERVIEWS

Freudenberger, Herbert. Women's Burnout. Garden City, New York: Doubleday & Company, Inc., 1985.
Krannich, Ronald L. High Impact Resumes and Letters. New York: Impact Publication, 1988.
Medley, Anthony. Sweaty Palms. Berkeley, California: Ten Speed Press, 1978.
Perlmutter, Deborah. How to Write a Winning Resume. Lincolnwood, Illinois: National Textbook Company, 1987.
Yate, Martin John. Knock 'em Dead. Boston: Martin John Yate, Inc., 1985.

DECISION MAKING

Bolles, Richard N. The Three Boxes of Life. Berkeley, California: Ten Speed Press, 1978.

Carey, Richard, et al. Decision and Outcomes. New York: College Entrance Examination Board, 1973.

Catalyst, Staff of. What to do with the Rest of Your Life. New York: Simon & Schuster, 1980.

Dank, Lawrence J. The Complete Job Hunting Guide for College Students. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1985.

Ford, George A. and Gordon L. Lippoitt. Planning Your Future. San Diego, California: NTL Learning Resources Corporation, 1972.

Mirabile, Richard J. Career Decisions. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1983.

CAREER EXPLORATION

Berman, Elaine. Your Career in Local, State and Federal Government. New York: Cal Industries, Inc., 1981.

Berman, Susanna. Your Career in the International Field. New York: Arco Publishing, Inc., 1983.

______. Your Career in the Foreign Service. New York: Arco Publishing, Inc., 1983.

Beusterien, Pat. 1988 Summer Employment Directory of the United States. Cincinnati, Ohio: F & W Publications, Inc., 1987.

Bly, Robert W. and Gary Blake. Dream Jobs. New York: John Wiley & Sons, Inc., 1983.

Bourgoin, Edward. Foreign Languages and Your Career. Brentwood, Maryland: Columbia Language Services, 1984.

Brown, Sheldon S. Your Career in Court Administration. Lincolnwood, Illinois: National Textbook Co., 1980.

Caple, John. Career Cycles. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1983.

Career Associates. Career Choices: Political Science and Government. New York: Walker & Company, Inc., 1985

______. Career Choices: Communications & Journalism. New York: Walker & Company, Inc., 1985.

Coleman, Joseph. Your Career in Law Enforcement. New York: Cal Industries, Inc., 1979.

Cornell, Richard. Your Career in Music. Lincolnwood, Illinois: National Textbook Company, 1979.

Djeddah, Eli. Moving Up. New York: Ten Speed Press, 1971.

Gale, Barry and Linda Gayle. Discover Your High Tech Talents. New York: Simon & Schuster, 1984.

Gates, Anita. 21 Steps to a Better Job. New York: Monarch Press, 1983.

______. 90 Most Promising Careers for the 80's. New York: Monarch Press, 1983.

Goldberg, Dick. Careers Without Reschooling. New York: Continuum Publishing Company, 1985.

Goldmacher, Irving I. Your Career in Sales and Selling. New York: Cal Industries, Inc., 1981.

Gordon, Susan. Your Career in the Military. New York: Arco Publishing, Inc., 1983.

Gravlich, David J. Your Career in the Drug Industry & in Pharmacy. New York: Arco Publishing, Inc., 1982.

Halterman, William J. The Complete Guide to Non-Traditional Education. New York: Facts on File, Inc., 1983.

Hartbarge, Neil. Your Career in Banking. New York: Cal Industries, Inc., 1980.

Hawes, Gene R. and Douglass L. Brownstone. The Outdoor Careers Guide. New York: File Publications, 1986.

Hollander, Janet and Joe Hollander. Your Career in Travel. New York: Cal Industries, Inc., 1981.

Jobst, Katherine. 1987 Internships. Cincinnati, Ohio: Writer's Digest, 1986.

Kane, June Kozak. Dietetics and Nutrition. New York: Rosen Publishing Group, Inc., 1987.

Karlin, Leonard. Your Career in Allied Dental Professions. New York: Arco Publishing, Inc., 1982.

Klevins, Gilbert. Your Career in Office Occupations. New York: Cal Industries, Inc., 1978.

______. Your Career in Energy - Related Occupations. New York: Cal Industries, 1980.

Koller, William. Your Career in Construction. New York: Cal Industries, 1978.

Lewis, Adele. How to Choose, Change, and Advance Your Career. Woodbury, New York: Barron's Educational Series, Inc., 1983.

Lulow, Jo Ann. Your Career in the Fashion Industry. New York: Arco Publishing, Inc., 1979.

McAdam, Terry W. Careers in the Non-Profit Sector. Washington, D.C.: Taft Group, 1986.

O'Connel, Peggy. Aim for a Job as a Waiter or Waitress. Lincolnwood, Illinois: National Textbook Company, 1980.

Petters, Theodore T. One On One. New York: Focus Press, Inc., 1979.

Place, Irene and Leonard Robertson. Opportunities in Management. Skokie, Illinois: National Textbook Company, 1978.

Radin, Robert J. Full Potential. New York: McGraw-Hill Book Company, 1983.

Revel, Chase. 184 Businesses Anyone Can Start and Make A Lot of Money. Chase Revel, Inc., 1981.

Schuman, Nancy and William Lewis. Back To Work. Woodbury, New York: Barron's Educational Series, Inc., 1985.

Schwartz, Lester and Irv Brechner. The Career Finder. New York: Ballantine Books, 1982.

Stanton, Timothy and Kamil Ali. The Experienced Hand. Cranston, R.I., 1982.

Truitt, John. Telesearch. New York: MacMillan Publishing Company, 1983.

Weinstein, Bob. Your Career in the Fashion Industry. New York: Arco Publishing, Inc. 1983.

Williams, Randy. Engineered Job Hunting. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1984.

Vogel, Stephen E. Directory of Employment Opportunities in the Federal Government. New York: Arco Publishing, Inc., 1985.

Yost, Elizabeth B. and M. Anne Corbishley. Career Counseling. San Francisco, California: Jossey-Bass Inc. Publishers, 1987.

Zeller, Susan L. Your Career in Radio & Television Broadcasting. New York: Arco Publishing, Inc., 1982.

SECTION 6
ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

It is impossible to adequately thank all the individuals that played an integral part in the planning, implementation, and evaluation of the "Future Shop" model. I know that the initial idea came from extensive "brain storming" and "creative energy" of Dr. Deborah Floyd, Dr. Elizabeth Henry, and Barbara Money. They led the writing of the grant that created the program. After funding, Belinda Newman was hired to initially coordinate the project. Without her efforts much of our early technical aspects would not have been in place.

The administration of CCCCD has been so supportive of all my efforts - thank you! You believed in my ideas and abilities and gave me the opportunity to implement a variety of successful programs and services for our students and the community. The "Future Shop" Advisory Committee has so generously given of their time and their feedback has been welcomed and appreciated. Getting to know the P.S.I. representatives was a wonderful opportunity - your enthusiasm with this project helped us with the total endeavor! A special thanks also is extended to the ten college presidents who believed in us enough to "risk" with this project and to the Coordinating Board for their support.

A big thank you to the CCCCD staff who worked in the "Future Shop" going "above and beyond". Our secretarial support has been phenomenal, thank you Judy DeBurger for your professionalism and patience. Last but not least, a special thanks to Barbara Money, my supervisor, who has been my major support throughout this past year.

The following represents a limited list of our key players with this project. I appreciate all of you in so many ways!

Stephanie M. Ingram

Stephanie M. Ingram
Career Advising Associate
"Future Shop"
Collin County Community College District

Administration - Collin County Community College District (CCCCD)

Dr. John H. Anthony
President

Dr. Deborah L. Floyd
Vice President of Student Development

Mary S. Rabaut
Dean of Students

Project Staff - CCCCD

Dr. Deborah L. Floyd
Vice President of Student Development

Dr. Elizabeth Henry King
Associate Vice President of Institutional Advancement

Barbara A. Money
Coordinator of Career Planning & Placement

Judy DeBurger
Secretary of "Future Shop"

Texas Coordinating Board Liaison/Program Director

Robert W. Day
Program Director

Grant Advisory Committee

Robert Campbell
Manager, Logistics Training
Frito Lay, Inc.

George DeGroot
Owner
DeGroot Enterprise

Ruth Glover
Co-Owner
Career Consultations

Kim Russell
Director of Personnel
Collin County Community College District

Alyson Cate
Director, Human Resources
Developmental Learning Resources, Inc.

Dr. Deborah Floyd
Vice President of Student Development
Collin County Community College District

Kathy Hirschler
Academic Therapist
Charter Hospital of Dallas

Dr. Melvin Whitehurst
Licensed Counseling Psychologist
Plano, Texas

Consultant

Dr. Larry G. Carter
Licensed Professional Counselor
Dallas, Texas

Other Professional Staff and Advisors - CCCCD

Sheri Altland
Coordinator, Job Location & Development

Billie Collins
Coordinator, Articulation & Transfer Programs

Linda Conry
Professor, English

Cheri Doine
Generalist Advisor

Jimmy Fitz-Gerald
Generalist Advisor

Norma Johnson
Generalist Advisor

Stephanie Meinhardt
Coordinator, Testing & Assessment

Barbara Money
Coordinator, Career Planning & Placement

Scott Stevens
Coordinator, Student Activities

Post Secondary Institutions/Leadership

Cedar Valley College
- George Reyes, Counselor
- Dr. Floyd Elkins, President

Cooke County Community College
- Dr. Eddie Hadlock, Dean of Students
- Dr. Luther B. Joyner, President

Grayson Junior College
- Pamela Polk, Counselor
- Dr. James M. Williams, President

North Lake Community College
- Zena K. Jackson, Career Planning & Placement Specialist
- Dr. James R. Horton, President

Paris Junior College
- Barbara Thomas, Counseling Director
- Marilyn Woods, Placement Coordinator
- Bobby R. Walters, President

Tarrant County Junior College/
N.W. Campus
- Joe W. Rode, Director of Counseling & Career Placement
- C. A. Roberson, Chancellor

Texarkana College
- Don Woods, Director of Placement & Student Services
- Dr. Carl Nelson, President

Trinity Valley Community College
- Dennis Nolley, Career Placement Officer
- Ronald C. Baugh, President

Tyler Junior College
- Frankie Muffoletto, Director of Counseling
- Dr. Ray Hawkins, President

Weatherford College
- J. C. Colton, Career Planning & Placement & Institutional
- Dr. E. W. Mince, President

Faculty Task Force - CCCCD

Diana Ramsower
Professor, Office Administration

Dr. Joe Tom Rodgers
Professor, Math

Jim Sigona, Coach/Instructional
Associate, Physical Education

Dr. Michael Voy, Professor
Banking & Finance

Part-time Professional Advisors - CCCCD

Dr. Joy Anderson
Andi Goldsticker
Yolanda Jackson
Gina Lovelady
Susan Reynolds

Future Shop Peer Advisors - CCCCD

Stacy Breese
Melissa Dulin
David Hart
Todd Hickman
Heather Webb
Edie Wheeler
Joy White

Peer Advisors - CCCCD

Linda Campbell
Jimmie Dearman
Heidi Delp
Keli Gerondale
Eric Gruver
Jonathan Ingram
Jennifer Kothe
Anne Long
Dana Matthews
Connie Oppenheimer
Paul Rackley
Mike Svoboda
Bob Wommack
Carla Wright

Support Staff - CCCCD

Kobi Campbell
Clerk, Academic Advising

Dulane Daughtry
Clerk, Articulation & Transfer Programs

Judy DeBurger
Secretary, "Future Shop"

Glenda DeLeon
Executive Secretary, Vice President of Student Development

Kathy Kerby
Clerk, Student Development

Annette Powell
Secretary, Vice President of Student Development

Marilyn Schmittou
Secretary, Dean of Students

Regina Watterson
Clerk, Career Planning & Placement

APPENDIX A

MARKETING RESOURCES

Hours

The "Future Shop" will be open during the days and times listed. Some services are scheduled for specific times. Students should call to schedule an appointment.

Central Campus

Monday, Tuesday, and Thursday	10 am - 2 pm
Wednesday*	10 am - 8 pm
Friday	9 am - noon

**Video interviewing is offered on Wednesdays. Call to schedule an appointment.*

Spring Creek Campus

Monday, Thursday	9 am - 4 pm
Tuesday*, Wednesday	9 am - 8 pm
Friday	8 am - noon

**Video interviewing is offered on Tuesdays. Call to schedule an appointment.*

For additional information, contact the Coordinator of Career Planning and Placement at:

Collin County Community College

Central Campus
2200 N. University
McKinney, TX 75070
(214) 548-6610

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, TX 75074
(214) 881-5610

an equal opportunity institution
published by public information 6/89

FUTURE SHOP

A Career Planning Adventure

Collin County
Community College

FUTURE SHOP

is the name for the career and transition laboratories of Collin County Community College. Located at both the Central and the Spring Creek Campuses, the laboratories include these basic components:

- Career Assessment and Exploration
- Job Grooming
- Placement and Transition Support

These services and resources are available to help students make the best career decisions possible. All services are free to prospective students, currently-enrolled students, and alumni.

Career Assessment and Exploration

A general awareness of personality traits and interests is a very important element in the career planning process. The following career/interest assessments in both computerized and paper versions are available in each "Future Shop."

- Strong-Campbell Interest Inventory
- Myers-Briggs Personality Inventory
- Sixteen Personality Factor Questionnaire (16PF)
- Dimensions of Self-Concept
- Guilford-Zimmerman Aptitude Survey
- Firo-B Interpersonal Awareness Scale
- COPS Interest Inventory
- COPES Values Inventory
- Career Assessment Inventory
- Career Decision Scale (CDS)
- Brief Drinker Profile
- "Discover" - Career Guidance Program
- Personal Assessment Career System (PACS)
- Self-Directed Search - Vocations Preference Inventory

Career Resource Library

The Career Resource Library includes a collection of books, periodicals, and resources with information on current trends, career planning, and job search and salary surveys. Students and community members may check out books from this library for a two-week period.

Also available through the Career Resource Library is the mentor program. This program provides students with access to a listing of professionals who are willing to assist with career exploration.

Annual Career Awareness Week

A week of career related activities and workshops is offered at the Spring Creek Campus and the Central Campus. A Career Fair will be held annually on the Spring Creek Campus. Students will have the opportunity to talk with employers regarding career options and gain additional information on a variety of careers.

Career Interpretation and Career Advisement

Professional career interpretation and individual career guidance are provided by appointment.

Job Grooming

Free Resume and Cover Letter Service

- A computer program with a variety of formats provides professional laser printed resumes.
- Individual resume writing assistance is available by appointment.
- Resume writing and interviewing seminars are offered at various times throughout the year. Check with staff members for dates and times.

Interview Coaching

Videotaped mock interviews allow students to study themselves in an interview situation and to receive a critique of their interviewing skills. Appointments should be scheduled through the "Future Shop."

Additional information on interviewing is available for students on video and audio cassettes.

Placement and Transition Support

- A computerized job referral system enables students and employers to match needs and skills. The system also assists in follow-up activities.
- Job listings such as College Work Study, non-college work study, internships, and cooperative education opportunities are available.
- Information is provided to assist in the articulation of courses for transfer to four-year universities. Through the "Next Step" program, students receive guidance in transferring. Trips to area universities and seminars sponsored by the program help students make a smooth transition.

Students in the Customized Articulation Program (CAP) for Vocational-Technical areas should check with their program coordinators. The ■■■ will be expanding in the future to include additional Vocational-Technical areas.

Funds for this publication were provided by a grant form the Coordinating Board, Texas College and University System, through the Carl D. Perkins Act.

Published by public information 6/88

For more information contact:
Coordinator of Articulation/
Transfer Program

Collin County Community College

Central Campus
2200 W. University
McKinney, Texas 75070
(214) 548-6776

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5776

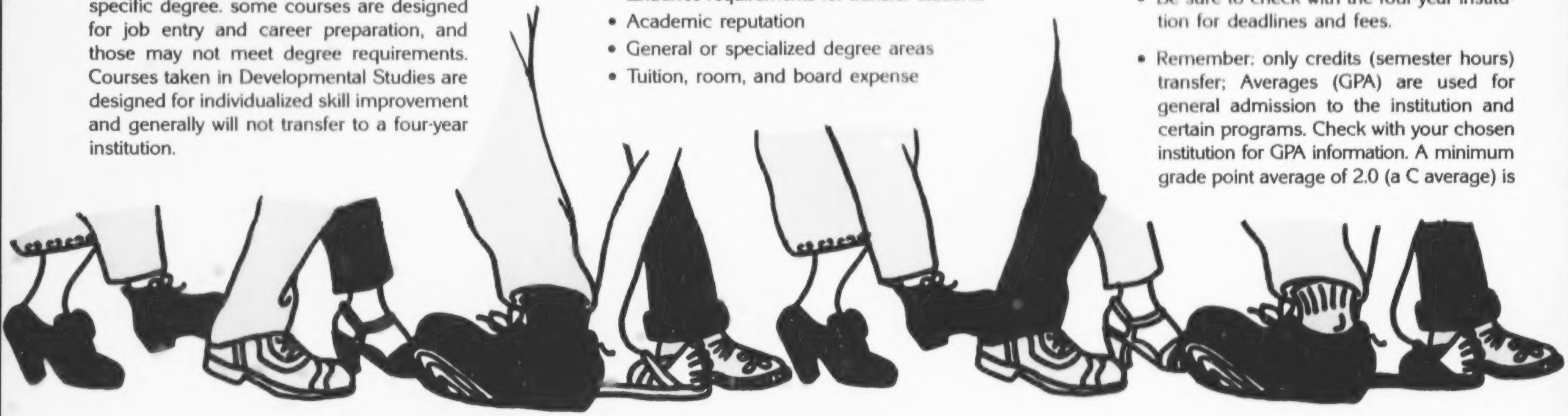
Collin County
Community College

Seven Steps For A Successful Transfer

TRANSFER OF CREDIT

1. Transfer of credit from Collin County Community College to a four-year institution can be a very simple process. It is the responsibility of each student to check with the four-year institution to which he/she expects to transfer as soon as a choice is made. A library of catalogs for in-state and out-of-state institutions is available in the Transfer Lab.

2. Students should be aware that each four-year institution determines which courses will be required for a particular degree. Not all transferable courses can be used toward a specific degree. some courses are designed for job entry and career preparation, and those may not meet degree requirements. Courses taken in Developmental Studies are designed for individualized skill improvement and generally will not transfer to a four-year institution.



3. The student should consult with an advisor at CCCC for more information about transferring to another institution. The Transfer Lab and Future Shop are located at the Central Campus (B209) or at the Spring Creek Campus (G103). Now that you're off to a great beginning at CCCC, follow these transfer guidelines to ensure an exciting future at a four-year institution.

4. HERE ARE WAYS TO FIND OUT ABOUT A FOUR-YEAR INSTITUTION:

- College Directories
- College Representatives
- Personal visits to the four-year institution
- Check in the LRC, Transfer Lab, or Future Shop at CCCC for College Directories, catalogs, and resource materials.

5. THESE ARE AREAS TO INVESTIGATE WHEN CHOOSING A COLLEGE:

- Major and Minor areas of study
- Entrance requirements for transfer students
- Academic reputation
- General or specialized degree areas
- Tuition, room, and board expense
- Local or distant (in-state, out-of-state)
- Urban or rural environment
- Public, private, or religious affiliation
- Size of enrollment
- Co-ed, male, female
- Availability of financial aid
- Employment opportunities
- Placement and career objectives

6. DOCUMENTS *NEEDED* FOR TRANSFER:

- Admission Application
- Financial Aid Forms
- Housing Application (if living on campus)
- Transcripts (from all colleges/universities attended)
- High School Transcript (if needed)
- SAT/ACT Scores (if needed)

7. SUGGESTIONS FOR MAKING A SUCCESSFUL TRANSFER:

- Be sure to check with the four-year institution for deadlines and fees.
- Remember: only credits (semester hours) transfer; Averages (GPA) are used for general admission to the institution and certain programs. Check with your chosen institution for GPA information. A minimum grade point average of 2.0 (a C average) is required at most four-year institutions. Be sure to check with the major departments for grade point averages required for specific degrees.
- Try not to carry too many hours your first semester at a four-year institution, especially if you plan to work. Your first semester GPA is very important as your start your academic work.

Collin County
Community College District

Stephanie M. Ingram
Career Advising Associate

Central Campus
2200 W. University
McKinney, Texas 75070
(214) 548-6770

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5775

PLANNING
FOR
SUCCESS
Free Video
Interview and
Coaching
CCCC
FUTURE SHOP
Call for Appointment.
$250
Value

ADMIT ONE

Central Campus – 2200 W. University, [illegible]
McKinney, TX 75070
(214) [illegible]
Spring Creek – 2800 E. Spring Creek Pkwy, [illegible]
Plano, TX 75074
(214) [illegible]

Compliments of

Collin County
Community College District

Barbara A. Money
Coordinator of Career Planning and Placement

Central Campus
2200 W. University
McKinney, Texas 75070
(214) 548-6770

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5772

PLANNING
FOR
SUCCESS
Free Letter
Quality Resume
and Consultation
CCCC
FUTURE SHOP
Call for Appointment
$300
Value

ADMIT ONE

Central Campus – 2200 W. University, [illegible]
McKinney, TX 75070
(214) [illegible]
Spring Creek – 2800 E. Spring Creek Pkwy, [illegible]
Plano, TX 75074
(214) [illegible]

Compliments of

Collin County
Community College District

Mary S. Rabaut
Dean of Students

Central Campus
2200 W. University
McKinney, Texas 75070
(214) 548-6770

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5771

PLANNING
FOR
SUCCESS
Free Career
Assessment
and Consultation
CCCC
FUTURE SHOP
Call for Appointment
$450
Value

ADMIT ONE

Central Campus – 2200 W. University, [illegible]
McKinney, TX 75070
(214) [illegible]
Spring Creek – 2800 E. Spring Creek Pkwy, [illegible]
Plano, TX 75074
(214) [illegible]

Compliments of

Collin County
Community College District

Deborah L. Floyd
Vice President of Student Development

Central Campus
2200 W. University
McKinney, Texas 75070
(214) 548-6700

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5700

DIRECTORY OF RESOURCES

A
P
P
E
N
D
I
X

B

APPENDIX B

DIRECTORY OF RESOURCES

The following information is offered to assist Texas Community College professionals in contacting project staff, advisory committee members, or institutional representatives that helped with piloting the project. Each of these professionals has agreed to provide their opinions or assistance upon request. The project leadership encourages institutions who pilot this program to send information regarding their efforts to the Vice President of Student Development of Collin County Community College District, so that we may continue to develop a network of colleges who share a common interest in this career development program. The CCCCD staff and others are interested in comments, ideas, and suggestions!

PROJECT STAFF

Dr. Deborah L. Floyd
(Project Co-Director)
Vice President of Student Development
Collin County Community College College District
Spring Creek Campus
2800 E. Spring Creek Parkway
Plano, TX 75074
(214) 881-5700

Ms. Barbara A. Money
(Project Co-Director)
Coordinator of Career Planning & Placement
Collin County Community District
Spring Creek Campus
2800 E. Spring Creek Parkway
Plano, TX 75074
(214) 881-5772

Ms. Mary S. Rabaut
Dean of Students
Collin County Community College District
Spring Creek Campus
2800 E. Spring Creek Parkway
Plano, TX 75074
(214) 881-5771

Dr. Elizabeth Henry
Associate Vice President of Institutional Advancement
Collin County Community College District
* Dr. Elizabeth Henry (King) was married and assumed a new position with Friend's University in Wichita, Kansas in June 1989.

Ms. Stephanie M. Ingram
(Project Coordinator)
Career Advising Associate
Collin County Community College District
2800 E. Spring Creek Parkway
Plano, TX 75074
(214) 881-5775

Ms. Judy DeBurger
(Project Secretary)
Secretary of Future Shop
Collin County Community College District
2800 E. Spring Creek Parkway
Plano, TX 75074
(214) 881-5781

FUTURE SHOP GRANT ADVISORY COMMITTEE

Mr. Robert Campbell
Manager of Logistics Training
Frito-Lay, Inc.
7701 Legacy Drive
Plano, TX 75024-4099
(214) 353-5012

Ms. Alyson Cate
Director of Human Resources
Developmental Learning Resources, Inc.
200 Bethany Road
Allen, TX 75002
(214) 248-6300

Mr. George DeGroot
DeGroot Enterprise
P.O. Box 865230
Plano, TX 75086
(214) 964-1080

Dr. Deborah Floyd
Vice President of Student Development
Collin County Community College District
2800 E. Spring Creek Parkway
Plano, TX 75074
(214) 881-5700

Ms. Ruth Glover
Career Consultations
520 Central Parkway East
Suite 107
Plano, TX 75074
(214) 578-1859

Ms. Kathy Hirschler
Academic Therapist
Charter Hospital of Dallas
6800 Preston Road
Plano, TX 75024
(214) 618-4554 ext. #407

Ms. Kim Russell
Director of Personnel
Collin County Community College District
2200 W. University
McKinney, TX 75070
(214) 548-6661

Dr. Melvin Whitehurst
Psychologist
2828 West Parker Road
Suite B106
Plano, TX 75075
(214) 596-8667

POST-SECONDARY INSTITUTIONS/REPRESENTATIVES

Cedar Valley College
Mr. George Reyes
Counselor
3030 North Dallas Avenue
Lancaster, Tx 75134
(214) 372-8262

Cooke County College
Dr. Eddie Hadlock
Dean of Student Services
1525 West California
Gainesville, TX 76240
(817) 668-7731

Grayson County College
Ms. Pamela Polk
Counselor
6101 Grayson Drive
Denison, TX 75020
(214) 465-6030

Paris Junior College
Ms. Barbara Thomas
Counseling Director
Ms. Marilyn Woods
Placement Coordinator
2400 Clarkesville St.
Paris, TX 75460
(214) 785-7661

Texarkana College
Mr. Don Woods
Director of Placement
Student Services
2500 North Robison
Texarkana, TX 75501
(214) 838-4541 ext. 373

Tyler Junior College
Mr. Frankie Muffoletto
Director of Counseling
P.O. Box 9020
Tyler, TX 75711
(214) 531-2391

North Lake Community College
Ms. Zena K. Jackson
Career Planning and
Placement Specialist
5001 North MacArthur Blvd.
Irving, TX 75038-3899
(214) 659-5218

Tarrant County Junior College/N.W. Campus
Mr. Joe W. Rode
Director of Counseling and
Career Placement
4801 Marine Creek Parkway
Fort Worth, TX 76179
(817) 336-7851

Trinity Valley Community College
Mr. Dennis Nolley
Career Placement Officer
500 South Prairieville
Athens, TX 75751
(214) 675-6343

Weatherford College
Mr. J.C. Colton
Career Planning & Placement/
Institutional Research
308 East Park Avenue
Weatherford, TX 76086
(817) 594-5471

GRANT OPERATIONAL FORMAT AND OBJECTIVES

APPENDIX C

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
I. Planning- to research all relevant data and receive the critical input necessary for the planning of a model career laboratory--"Future Shop"	I.A. To receive critical input from experts in the field about career planning and transitional services	I.A.1. An advisory committee will be formed to include representatives from business and industry, licensed psychologists, community leaders in the career field. As of May, 1988, the following have agreed to serve: Gene Ramsey, President of Plano Chamber of Commerce Robert Campbell, Manager of Logistics Training with Frito Lay (Plano, TX) Dr. Deborah Floyd, Vice President for Student Development CCCC. Ruth Glover, Career Counselor and Co-Owner of Career Consultations (Plano, TX) Dr. Melvin Whitehurst, Licensed Psychologist and formerly Sun Oil Human Resource Manager and College Counseling Director (Plano, TX) Alyson Cate, Director of Human Resources, Developmental Learning Materials, Inc. (Allen, TX) Kim Russell, Manager Personnel CCCC	August, 1988

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
I. Planning (continued)		2. The advisory committee will meet and review initial plans. Minutes will be taken to record all ideas and suggestions generated regarding the implementation of the model.	September, 1988
		3. A consultant will be employed to recommend model improvement areas, placement of equipment and resources within the career laboratory and other aspects of the model lab--"Future Shop"	September, 1988
	I.B. To involve the P.S.I.s in the development and implementation of the model career laboratory (Future Shop) project.	I.B.1. P.S.I.s who are willing to serve as pilot institutions with the Future Shop project are identified. Letters have been received from the following: Texarkana CC Northlake CC Cedar Valley CC Grayson County CC Cooke County CC Paris CC Tarrant County CC Tyler CC Trinity Valley CC Weatherford CC	May, 1988

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
I. Planning (continued)		2. A planning meeting is held. The model concept is introduced, feedback is received and modifications are made.	October, 1988
		3. P.S.I.s are involved in implementation and monitoring that will occur through site visits and telephone contact.	October, 1988 May, 1989
		4. P.S.I.s begin planning processes to implement one or more aspects on their campus.	October, 1988
	I.C. To research existing model career laboratory concepts.	I.C.1. A literature review will be conducted to glean ideas regarding successful career laboratory efforts.	October, 1988
		2. Institutions across the nation which have been sited for their successful programs will be contacted through letter or by telephone to receive materials concerning their programs.	September, 1988
		3. P.S.I.s and Advisory Committee Members will help identify colleges with career laboratories.	November, 1988

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
II. Implementation: To implement a model career laboratory at CCCC with at least 10 other institutions piloting and evaluating the model.	II.A. P.S.I. representatives meet at CCCC to review model and provide input.	II.A. Meeting held October, 1988. Input is collected, modifications are made, and P.S.I.s tour the CCCC "Future Shop"	October, 1988
	B. Establish a "Future Shop" on the CCCC Central and Spring Creek campuses to provide three major services: 1) Career Assessment & Exploration 2) Job Grooming 3) Placement and Transition Support	B. The CCCC "Future Shop" Career Laboratories are opened and staffed 20 hours per week at the CCCC Central Campus and 40 hours per week at the CCCC Spring Creek Campus. Basic components of the three model areas will be provided on each campus.	October, 1988
	C. P.S.I.s select one or more of the three model areas of the "Future Shop" to be implemented on their campus.	C. P.S.I.s have notified the project director of which areas to be implemented on their respective campuses (one or more): - Career assessment & exploration - Job grooming - Placement and transition support.	October, 1988
	D. P.S.I.s plan and refine implementation of model on their campus and receive necessary supplies and resources from project director.	D. Software and print materials (up to $500 per P.S.I.) are offered to supplement P.S.I. lab resources.	November, 1988

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
II. Implementation: (continued)	E. "Future Shop" Career Laboratories are implemented at CCCC and 10 P.S.I.s.	E. The CCCC "Future Shop" Laboratories will include all of the following services in each of the three model areas. The P.S.I.s will implement one or more of the three major components. 1. Career Assessment and Exploration - Career Interest Assessments (Computerized and paper) - Career Seminars - Career Resource Library (future trends, literature, career books, periodicals, salary surveys) - Sponsorship of a special activity such as a career week, career exhibits, job fair, and/or mentor program. - Advertisement and education of employees for recruitment and referral to this aspect of "Future Shop" 2. Job and Transition Grooming - Free resume and cover letters - Video interview coaching - Seminars in resume writing, interviewing, transferring to senior colleges - Interviewing video and cassette library	October, 1988 (CCCC) January, 1989 (10 P.S.I.s)

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
II. Implementation: (continued)		- Career resources in resume writing including handouts - Advertisement and education of employees for recruitment and referral to this aspect of the "Future Shop" Lab 3. Placement and Transition Support - Computerized Job Referral System - Job listings in areas on campus (CWS and non CWS), internships, cooperative education programs, and others - Daily area newspapers and other resources listing job leads for students and graduates - Phone access for student local calls to research jobs - Transfer articulation resources to assist in articulation of courses for transfer to senior colleges. - Sponsorship of Transfer Articulation Program such as trips to universities, seminars, etc. - Advertisement and education of employees for recruitment and referral to this aspect of the "Future Shop"	

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
III. Evaluation - To determine the effectiveness of the model career laboratory ("Future Shop") project.	III.A. To receive feedback from users of one or more of the components within the career laboratories.	III.A.1. A sign-in procedure will be established for students and community members utilizing services in the career laboratories. Users will be asked to complete a questionnaire which will include questions regarding benefits gained from use of the laboratory and suggestions for improvement.	September, 1988
		2. A suggestion box will be monitored and maintained.	September, 1988 May, 1989
		3. User recommendations will be implemented, if feasible, during the duration of the project.	September, 1988 May, 1989
		4. User evaluation summary will be included in the fianl report.	
	B. To receive a critique from career experts.	B.1. Members of the Advisory Committee will review the project results and student feedback and will provide recommendations for improvement.	May, 1989
	C. To receive critical input from participating P.S.I.s	C.1. P.S.I.s will meet and review the success of the project in terms of implementation on respective college campuses.	April, 1989

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
III. Evaluation (continued)		2. P.S.I.s will also review the progress of the implementation of the entire model at CCCC and will assist in writing the final report.	April, 1989
	D. To conduct a self-study analysis of the project and its accomplishments.	D.1. A CCCC task force, consisting of student development staff, vocational/technical faculty, and students will review the project's accomplishments and user responses.	April, 1989
		2. The task force will provide any recommendations in writing to the project staff.	April, 1989
	E. To write, print, and distribute a final manual on the model career laboratory - "Future Shop".	E.1. "The Future Shop" design and components will be described, in detail, in the manual.	April-May, 1989
		2. Reports from P.S.I. pilots will be included with their self and user evaluations.	
		3. Reports and evaluations from the Advising Committee will be included in manual.	

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1989
PART B: OPERATIONAL FORMAT
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES
IV. Dissemination: To disseminate the results of this project to all Texas Community Colleges.	IV.A. To produce a document which includes a description of the model and recommendations for implementation at other institutions.	IV.A. Document draft is prepared and forwarded to the Coordinating Board for approval.	May, 1989
	B. To distribute document to all Texas Community Colleges.	B. Document is mailed to all included on Coordinating Board Mailing list.	June, 1989
V. Reporting: To meet the terms of all projects specifications as required by the Coordinating Board.	V.A. Prepare all expenditure and project reports according to the requirements of the Coordinating Board.	V.A. Reports are completed according to the Coordinating Board deadline.	June, 1989
	B. Maintain all accurate records, reports, and other appropriate materials for review by the Coordinating Board Staff.	B. All records are maintained in an easy-to-access manner	June, 1989

USER EVALUATION SUMMARY OF CCCCD'S "FUTURE SHOP"

APPENDIX D

FUTURE SHOP
USER EVALUATION SUMMARY

In fulfillment of the grant, voluntary user responses were solicited in the form of a questionnaire during each visit to the "Future Shop." The questionnaire included questions regarding benefits gained from use of the laboratory and suggestions for improvements.

WHICH OF THE FOLLOWING FUTURE SHOP SERVICES HAVE YOU USED?

Career Test	10	Discover	36
Library Resources	6	Mentor Program	0
Mock Interview	2	Resume Critique	9
Resume Writer	34	Student Employment	12
Transfer Resources	2	Videotapes	2

HOW DID YOU LEARN ABOUT FUTURE SHOP?

CCCCD newspaper	5	Career Week	2
Faculty	21	Local newspaper	3
Staff	22	Students	11

OTHER: 21

Walk-in	6
CCCCD Handbook	2
Student Ambassadors	1
Referred by High School Teacher	2
Referred by a friend	3
CCCCD Schedule	1
Festival of learning	2
Referred by another college	1
Meeting at CCCCD	3

DO YOU PLAN TO USE THE SERVICES OFFERED THROUGH FUTURE SHOP AGAIN?

Yes	68
Possibly	6

IF YES, WHICH SERVICES?

Career Tests	10	Discover	28
Library Resources	2	Mentor Program	1
Mock Interview	5	Resume Critique	6
Resume Writer	27	Student Employment	7
Transfer Resources	4	Video Tapes	2

COMMENTS MADE CONCERNING FUTURE SHOP SERVICES:

* The services were absolutely wonderful. I feel grateful to have such a wonderful program.

* Excellent help from student assistants.

* The director gave me invaluable assistant with my resume.

* I found the software very easy to use and understand.
* The secretary was very patient and helpful.

* The services were all excellent!

* The Discover program was hard for me to understand.

* All is OK -- very helpful student assistants.
* The program was enlightening.

* The helpers were very well informed.

* Your assistance is greatly appreciated.

* Great!

* Discover was very interesting.

* Great resources!!

* I love it!

* Very Good! The services gave me a clear direction on my career.

* It was very easy to get the information I needed.

* Very informative and user friendly.

* These services are essential to the molding of student's career and future. It also helped me find employment.

* Discover is a good program. The information the program provided about "Job Descriptions" gave me a better understanding of the career I am interested in pursuing.

* Great idea!

* I have no complaints! I think this is a fantastic lab and I felt that the Discover program was pivotal in helping me discover which career path I should concentrate on in the future. The resume program is equally important, it made resume writing exciting and fun.

* Most of the job listings are outdated.

* Just great! I hope to find employment using the skills I've gained at CCCCD.

* Very helpful.

* Discover is pretty handy.

* More instruction manuals are needed for the resume writer.

* I had a nice response and plenty of good help with the writing of my resume.

P.S.I.'S EVALUATION OF CCCCD'S "FUTURE SHOP"

APPENDIX E

APPENDIX E

POST SECONDARY INSTITUTIONS' EVALUATION OF COLLIN COUNTY COMMUNITY COLLEGE DISTRICT'S (CCCCD'S) "FUTURE SHOP" MODEL LAB

1. HOW DO YOU VIEW CCCCD's CAREER TRANSITION LABORATORY - "FUTURE SHOP"?

* Pulled the different colleges together that participated and gave a concerted motivation toward a common goal.
* Good idea! Each representative learned something that can be used on each of their campuses.
* Exceptional and very informative.
* It is a dynamic part of the total career development area. Found the "Future Shop" Model to be flexible enough to meet a variety of needs which allows it a broad based usage.
* Very timely. Excellent consistency in the development of the model. Easy to understand and use.
* The "one-stop shop" idea of "Future Shop" is a great idea. The laboratory is well organized and easy to access.
* It presents a great opportunity for community colleges to focus attention on career services for their students.
* The transition laboratory is a necessary part of a total education process. I especially liked the marketing strategies that were utilized in the "Future Shop."
* I was quite impressed with the make-up and organization of the "Future Shop." Our campus is planning a restructuring of our Student Development areas similar to the "Future Shop" at CCCCD.
* I was very impressed with the entire appearance of the "Future Shop" and the breadth of services available.
* Of the few career labs I have seen, CCCCD's "Future Shop" ranks as the very best, very innovative, upbeat, and positive.
* The concept of the "one-stop shop" for career information and resources is one that our college has been considering and this provided added incentive to develop it.

2. WHICH CCCCD "FUTURE SHOP" COMPONENT DO YOU FEEL WAS MOST BENEFICIAL OR SUCCESSFUL?

* Job and Transition Grooming, because our particular students needed this area the most, and we plan to update this area on our campus.

* They all seemed to work beautifully with the existing programs in the colleges. For us the Job and Transition Grooming was very beneficial.
* Career Assessment and Exploration.
* All areas seemed to enjoy equal success.
* Probably Career Assessment and Exploration because it involves more students and allows for informative presentations.
* Job Grooming seems to be an important area which also needs new ideas and program improvement. Excited to visit the CCCCD "Future Shop" and glean new ideas for all the components.
* The Career Assessment and Exploration component was successful because it introduced students to career services, careers and techniques for getting and holding a job.
* All of the "Future Shop" components were beneficial to the users. I was not able to determine which was the most successful.
* The Career Assessment and Exploration helped me organize my first Career Fair. As a result of this component, I will now be able to offer interest tests to my Job Placement students.
* Career Assessment and Exploration - I like the use of a computerized Strong-Campbell Interest Inventory; yet implemented the Sigi-Plus system.
* Job Grooming and Placement.
* The Perfect Resume component was one I felt was a great asset to a career program.

3. **DO YOU FEEL THE DIFFERENT STAGES OF THE "FUTURE SHOP" MODEL WERE PLANNED AND IMPLEMENTED APPROPRIATELY?**

* Yes, we had plenty of direction from the CCCCD people and adequate lead time for planning.
* Yes, It all seemed well thought out.
* Very adequate.
* Well planned and thoughtfully implemented.
* Yes, the component make up categorized segments which dove-tailed well with the other areas.
* Yes, I like the idea of letting the participating colleges choose a component.
* Yes, the instructions and examples given to us were very explanatory.
* Yes, the group meetings and on-campus visits were most appropriate for our use.
* Yes, excellent job!
* Yes, I appreciate the fact that some flexibility was affordable in implementation.
* Yes, definitely done in an orderly fashion.
* I feel that the timeline was one which was realistic and gave us an opportunity to be creative as well as effective in its implementation.

4. **DO YOU FEEL THE "FUTURE SHOP" PLAN WAS EXECUTED EFFICIENTLY?**

* Yes, every aspect was publicized and organized in a manner that kept us informed and involved in the process.
* Absolutely! You did a fantastic job.
* Yes, it is very well organized.
* It provides as little or as much as the student wishes with very little wasted effort.
* Yes, the involvement of coordinating staff and institutions were very smooth transitions.
* Yes, Information received from all participating colleges will be most helpful to us both now and in the future.
* Yes.
* Yes, staff was always available for questions and with quick correct answers.
* yes -- I was very pleased with the overall result of this project ... apparently each institution benefited.
* To the best of my knowledge, it was very effective.
* Program meetings reflected the efficiency of the project. Meetings were conducted with the intent of covering all topics with clarity.

5. **PLEASE INDICATE ANY SUGGESTIONS YOU MAY HAVE FOR THE IMPROVEMENT OF THE "FUTURE SHOP" PROJECT.**

* Maybe have a follow-up meeting on each campus next spring to let us see how each institution is progressing with the "Future Shop" idea.
* I do not think the program needs much improvement at all. It is very well organized and a wonderful plan to follow.
* No suggestions at this time. It is a well balanced program in career development services.
* Continued networking and maybe periodic reports to all schools concerning their component.
* I think a counseling component should be added to complete the project, otherwise the program is great! Thanks for including us in the project, as it was a great opportunity for us.
* Develop a scientific method of evaluating which assessments are appropriate for each individual.
* Keep up the good work. Please continue to inform participating institutions of your progress.
* Next time, visit alternate "Future Shop" sites... including Collin County Community College.
* Send out to all participants an "ideas list" that would help new programs.
* The coordination of advising boards for vo-tech to have input to the project, plus aptitude assessment would greatly enhance this program.

CONSULTANT'S REPORT

APPENDIX F

LARRY G. CARTER, ED. D.
Licensed Professional Counselor
Certified Career Counselor

Rosalind D. Funderburgh, M. Ed.
Educational Diagnostician
Marty Barbieri, M. Ed.
Vocational Evaluator
Anna Burton, M. S.
Educational Diagnostician

Consultant's Report
The Future Shop
Collin County Community College District
December 19, 1988

PURPOSE:

The purpose of this report is to summarize the activities and findings surrounding an independent consultation performed at the request of the staff of the Future Shop of the Collin County Community College District. This consultation is undertaken for the sole purpose of identifying areas where improvement could potentially be implemented. It is not the purpose of this consultation to comment on the organizational philosophy or the goal of the institution, but rather to assist with more effective operating procedures within the stated goals and philosophy of the institution.

PROCEDURES:

The present report was compiled as a result of the review of written documentation submitted on behalf of the Collin County Community College District, including the grant summary for the operation of the Future Shop, the student development organizational chart, minutes of the meetings of the advisory committee of the Future Shop, and job descriptions and resumes of the personnel involved in the operation of the Future Shop. The consultant also completed an on-site visitation of some five hours duration on December 8, 1988. During this on-site visitation, the consultant met with and interviewed administrative personnel charged with the responsibility of providing student development programs to the students of Collin County Community College, clerical and support staff in the Future Shop, generalist advisors, and peer counselors. The present report is a compilation of information received from all of the aforementioned sources.

The report will be broken down into three major areas of concern and each will be commented upon in turn. The three areas include the intake process, the selection and use of career assessment instruments, and staff development.

INTAKE PROCEDURES:

The concept of the Future Shop as a comprehensive, practical means of meeting the student development needs of the student population in a centralized, one-stop concept requires that particular attention be paid to the initial point of contact with the student seeking assistance. The initial contact person, whom I will refer to as an intake specialist, must be extremely knowledgeable about the various programs and offerings for which a student might have need. They must also be extremely adept at determining the exact nature of the student need and have sufficient resources available to properly assist the student in accomplishing their individual goal. It would seem evident that the student seeking assistance would be unlikely to have full knowledge of the resources available, is unlikely to be in a position to identify those resources that would be most helpful to him or her, and would typically be neither sophisticated or knowledgeable enough to utilize such resources without professional assistance. Therefore, the need for highly skilled intake specialists appears critical.

It is equally unlikely that the intake specialist will be the person who works with the student throughout his or her entire contact with the Future Shop. Therefore, they must also be supported by appropriate specialists at the secondary point of contact once an initial determination has been made of the appropriate resources and the sequence of such resources that would best meet the needs of the student. This will require knowledgeable people to work with the student in all of the initial stages of career exploration, job grooming, and job placement. Although it would appear that it is at the secondary point of contact that the actual service would be provided, it is the intake specialist that will be in the best position to insure that the student does not embark upon a path that leads to a series of transfers from one area to another, commonly referred to as the "student shuffle".

The intake function appears to be currently provided by peer counselors. I have some concern about the ability of these personnel to fulfill the aforementioned role. Although there may be some improvement that could be obtained through a higher level of training, it seems unlikely that such personnel, by their very nature, could reach the level of expertise required during the generally brief tenure that they might fulfill such a role. Rather, it seems more likely that peer counselors could be effectively trained and utilized as support personnel to assist the student in effectively using any of several of the various programs offered by the Future Shop.

There was also discussion regarding the use of the professional staff to fulfill the role of the intake specialist. Certainly the use of highly trained professionals is very much desirable in the intake role as outlined. The concept of using professionals who have primary job responsibilities elsewhere can also bring into the Future Shop a broader base of knowledge and help foster commitment on the part of those people to the Future Shop concept. There is, however, one major drawback to such a staffing pattern that, if not addressed initially, will ultimately render the use of such personnel as intake specialists ineffective.

If the professional staff is required to fulfill a role that is not a part of their major function, it is highly probable that these additional duties will ultimately suffer because of the pressures and demands of their principle area of responsibility. As demands increase on the limited time of the professional staff member, resentment at having to perform a function outside their major area of responsibility often grows to the point that a person loses their effectiveness in that support role. It has been said that often the press of administrative duties precludes involvement in more substantive activity.

There is yet a third staffing alternative that could avoid the pitfalls of the two aforementioned patterns. This involves the use of a highly trained, part-time paraprofessional staff who, because of personal circumstance and commitment, do not desire full-time employment. They would be chosen because of a commitment to the student development concept and a relatively stable position within the community. Carefully chosen personnel should generally possess a higher level of maturity and richer life experiences than might otherwise be found. These people may or may not be students, may or may not have had some college experience, could possibly hold one or more college degrees, but would probably not be susceptible to frequent turnover because of graduation. They would be employed specifically for the purpose of fulfilling the intake function, trained specifically for that role by the professional staff, have direct responsibility for that function, and be specifically held accountable for the quality and effectiveness of their work. Paraprofessional staff, being part-time, would avoid major budgetary impact and minimize disruption during periods of inevitable staff turnover. Staff development activities would initially be intensive as the role becomes established. Later staff development would serve a maintenance function, but would be directed specifically toward the role of the intake specialist nonetheless.

USE OF ASSESSMENT INSTRUMENTS:

The current procedure as outlined to this consultant involves directing students who request career counseling and assessment to the testing center where they complete a pre-determined, standard battery of career assessment tests. Apparently, students are administered the same battery regardless of educational background, work experience, age, or initially indicated vocational objective. Such a procedure implies that effective career counseling can be undertaken by providing the same services to all clients. This appears to fly directly in the face of the concept of individualization of services and selection of appropriate resources to meet the unique needs of the individual.

It is recommended that those professional staff members charged with the responsibility of working with students in effecting career choice be an integral part of the determination of the type and appropriateness of various career assessment instruments. It is further recommended that the Future Shop brochure indicate only the availability of career assessment instruments that might include interest, personality, aptitude, and work values. The specific instruments should not be listed as it is believed that the average student is not in a position to determine which specific evaluation would be suitable for their circumstance. That decision, as outlined previously, should be jointly made between the client and the professional charged with the responsibility of assisting that student in the career exploration process.

The question also remains whether or not career exploration is in fact a "self-directed" activity or whether it requires intervention on the part of highly trained personnel. The installation of psychometric instruments on personal computers to which students have free access should be carefully studied. If psychometric instruments are viewed as tools to be used by professionals in assisting clients, then allowing free access to such instruments would seem to raise ethical considerations. On the other hand, if career exploration is viewed as a "self-directed" activity which can be completed by persons with little or no experience or training and does not require professional intervention, then one assumes there is little or no chance of misuse or misinterpretation of any of the data. In such instances, one might encourage student access to a wide variety of psychometric instruments with little regard for consequence.

The use of computer-based, interactive programs to assist in career counseling also requires some consideration. The basic question, once again, is whether or not these programs are of a "self-directed" nature and are sufficient in and of themselves regardless of any professional intervention. If such programs are able to completely and comprehensively fulfill the role of the career specialist, then students could have ready access to them. On the other hand, if these programs are viewed as a slightly more sophisticated tool, then they should be utilized under the same guidelines and criteria as any other psychometric instrument, i.e., the determination of appropriate use of such instruments should be made between the student and the professional staff member responsible, students should be given realistic expectations regarding the kind and type of information they can expect, and they should receive some follow-up after completing the program to determine if their expectations were met and their questions sufficiently answered. It is the bias of this consultant that decisions regarding the use of psychometric instruments, be they computer-based or paper and pencil administered, is a decision to be made jointly by the student seeking assistance and the professional designated with the responsibility of insuring the provision of quality services to that student.

STAFF DEVELOPMENT:

There seem to be three areas where particular attention needs to be directed regarding the implementation of active programs of staff development. These include intake personnel, peer counselors, generalist advisors and others charged with the responsibility for interpreting career assessments.

The program of staff development for intake personnel would necessarily focus on a thorough knowledge and understanding of the various resources available through the Future Shop. This is likely to be the easiest objective to accomplish for persons fulfilling the role of intake specialist. The more difficult staff development objective would involve sensitizing and training these staff members in the art of listening, questioning, and interpreting the information provided by the student seeking assistance through the Future Shop. It involves not necessarily taking information at face value. It would involve developing an understanding of the needs of the various populations of students served and developing the ability to ask appropriate questions in order to determine which resource with which to initially serve the student.

A program of staff development should be undertaken with the generalist advisors to assist them with their responsibility for interpreting and assisting students in understanding career assessment information. The program should include an overview of the goals of career exploration and the role of the generalist advisor in that process. Specific workshops should be aimed at the particular psychometric instruments utilized, the developmental base of those instruments, relevant populations for each instrument, strengths and weaknesses of each, and anticipated outcomes for each instrument. The emphasis should be on the most effective and efficient means of obtaining the information that would be most helpful to the student with a secondary emphasis toward avoiding unnecessary, repetitious assessment that does not materially contribute to the career exploration process. There should also be staff development programs developed that are directed at the essential elements of an interpretive session and anticipated outcomes in terms of client understanding and the ability to use the information obtained.

Peer counselors should be involved in an on-going program of staff development that results not only in general familiarization with the student development role and function, but provides them specific skills in providing the support services for which they have been engaged. This undertaking assumes that efforts will be made to more clearly define the role of peer counselor and to clarify the expectations of the position. Confusion and lack of direction can likely be eliminated by identifying a professional staff member charged with the responsibility of coordinating the peer counseling effort, recruiting and training peer counselors, and in general, providing them the same level of supervision as would be expected by any other staff member.

SUMMARY:

I generally found the concept of the Future Shop to be exciting, progressive, and highly functional. I commend the staff on the development of the concept, the general attention to providing a wide range of resources, and the goal of meeting the multiple needs of the students in the quickest and most efficient manner. As is true of all new concepts and new organizations, a certain amount of study, revision, and fine tuning will be necessary as the program grows and matures. Areas of immediate concern include intake, career exploration processes and resources, and the unclear role of peer counselors. I would also recommend some attention be paid to tracking students that enter the system and developing a specific means by which follow-up can be done with that student to determine the degree to which their needs have been met. Ideally, this follow-up contact would occur before the student ever exited the student development area. This is likely to be especially critical for those students who have utilized the "self-directed" programs including the interactive computer systems.

I hope these observations and recommendations are helpful and are taken in the light in which they were intended. It has not been my intent to criticize any aspect of the Future Shop program. In fact, I find it to be a most commendable undertaking. That does not mean there are not areas for improvement. It is hoped that this report will assist in developing the Future Shop concept into a more viable, professional program that without question does an outstanding job of meeting the myriad needs of a diverse student population.

Larry G. Carter, Ed. D.
Licensed Professional Counselor
National Certified Career Counselor

LGC:mo

CCCCD'S TASK FORCE EVALUATION SUMMARY

A
P
P
E
N
D
I
X

G

APPENDIX G

TASK FORCE

FUTURE SHOP TABULATED MASTER EVALUATION

Rating Scale - Poor(P) Average(A) Good(G) Outstanding(O)

1. Please evaluate the Future Shop intake process.

P	A	G	O
0	0	4	5

Comments:
- * This process is very good.
- * It is all very good. People just don't take the time to go by and make use of it.
- * The programs are a bit confusing to some students; however, this is unavoidable.
- * Some students are shy about assessing themselves and need to be met with encouragement at the front desk.

2. Evaluate Future Shop services.

- Discover

P	A	G	O
0	3	1	5

Comments:
- * More terminals are needed. (Staff)
- * Very long and tedious (Staff)
- * Very simple to use (Student)

- Resume Writer

P	A	G	O
0	2	4	3

Comments:
- * A little hard to do in a short period of time (Faculty)
- * Fantasy section is wonderful, but I feel the resume software program is difficult and not adaptable for people who want to make variations. (Staff)
- * Was very helpful for me when writing my resume (Student)

- Student Employment

P	A	G	O
0	0	1	8

Comments:
- * Great! (Staff)
- * Very helpful (Student)

- Transfer Resources

P	A	G	O
0	0	1	8

Comments: * Problems with patrons removing catalogs. (Staff)

- Career Assessments

P	A	G	O
0	0	3	6

Comments:
* Assessments really help in finding user's interests and assessing personalities. (Student)
* Too many assessments available to students beyond the "battery of tools" (Myers Briggs, Strong-Campbell, COPES and COPS). (Staff)
* Too many options. We should talk to individuals who take computer assessments to help them understand the results. (Staff)

- Videotapes

P	A	G	O
0	2	3	4

Comments: * Very good (Faculty)

- Library Resources

P	A	G	O
0	0	3	6

Comments:
* Order second copies of the more popular resources. (Staff)
* Getting better! (Faculty)
* Resources are very encouraging and full of important information. (Student)

- Mock Interviews

P	A	G	O
0	1	3	5

Comments: * These sessions help individuals to overcome nervousness in real interviews.

3. What additional services do you recommend for the Future Shop?

* Increase utilization of business and community members. (Faculty)
* I think the services are great! I recommend that you just "fine tune" your present services. (Faculty)
* Services which are now offered are adequate in number and attention may be given to "beefing up" those services. (Staff)
* No additional services are recommended. (Faculty)

4. What marketing strategies should be utilized to encourage faculty and student use?

   * Make the advisors and faculty aware of the services provided. (Faculty)
   * Ads in the local newspaper. Include the brochure in the registration packet. (Faculty)
   * A personal call or office visit by Future Shop staff might prove effective in encouraging visits by faculty. (Faculty)
   * Continue to promote class tours of the Future Shop led by individual instructors or staff to learn about the services. (Faculty)
   * Strategies utilized this far are excellent, particularly providing extra credit in class for individuals who take advantage of the services. (Staff)
   * Encourage faculty to include Future Shop services in their syllabus as a resource for students. (Staff)
   * Expand the division tour weeks and extra credit throughout the Fall and Spring semesters. (Staff)
   * Provide a video to be shown to students on how to use the Future Shop services. (Student)
   * Schedule more programs designed to reach women interested in returning to school and women who want a career change. (Student)
   * The marketing strategies displayed by CCCCD were found to be effective and encouraged student/faculty to become involved. (Staff)

5. Please evaluate the overall effectiveness of the Future Shop services.

   * The variety of services provided help in the overall affect. (Faculty)
   * Informal discussion with students and the comprehensive scope of the services indicate an effective program. (Faculty)
   * It seems to be well organized and well run. The Future Shop peer advisor was very enthusiastic and knowledgeable about Future Shop and gave me a great tour. (Faculty)
   * I think it does a lot for the student that most classes don't do or attempt. (Faculty)
   * Very good. (Staff)
   * Excellent for a new idea. (Staff)
   * I found it very helpful. (Student)
   * Very good - I learned things about myself and that is very important to me and others! (Student)

6. Additional comments.

- * Very impressed with Future Shop and the variety of services. (Faculty)
- * None. (Faculty)
- * A computer to log-in/log-out students and record the services might be very helpful. It could also tie the two computers together. (Faculty)
- * You have tried to market it so much. Just continue so students and faculty will get used to it being there for them. Keep up the good work! (Faculty)
- * More personnel needed. (Staff)
- * More computers are needed, especially for GIS, Myers-Briggs, and Strong-Campbell to facilitate more individuals. (Staff)
- * The personal evaluation of Career Assessment and Discover are very helpful in determining a major. (Student)
- * Before I enrolled at CCCC, I went to a four year university...CCCC is much farther ahead with their resources than the four year university. (Student)
- * More professional computer assistance is needed. The mechanical inconsistencies with the software programs make it difficult to "learn" the procedures without everyday usage. (Staff)
- * Patrons who take the computer assessment should be asked to leave their printed results at the time they schedule their appointment. It is more helpful to look briefly over their results before we meet. (Staff)

ERIC Clearinghouse for
Junior Colleges AUG 25 1989